DOCUMENT RESUME

ED 093 292 52 IR 000 774

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TITLE	A Community Cultural Arts Center Merging Public and School Library Services in Olney, Texas: A Research and Demonstration Project. Final Report.
INSTITUTION	North Texas State Univ., Denton. Dept. of Sociology.
SPONS AGENCY	National Center for Educational Research and Development (DHEW/OE), Washington, D.C.
BUREAU NO	396-71091
PUB DATE	21 Jan 74
GRANT	OEG-0-72-0773
NOTE	134p.
EDRS PRICE	MF-$0.75 HC-$6.60 PLUS POSTAGE
DESCRIPTORS	Innovation; *Interinstitutional Cooperation; *Library Cooperation; *Library Extension; Library Facilities; Library Planning; Library Surveys; Public Libraries; School Libraries
IDENTIFIERS	Olney Project; Texas

ABSTRACT

During the second year of the Olney Project three major tasks were accomplished. Various solutions were found to the social, legal, administrative, library, and financial problems encountered in the nontraditional delivery of library services. The administrative machinery necessary to supervise effectively a community wide coordinated library program was set up. Three community surveys, one of students and faculty at the Olney schools and two of randomly selected adults, were conducted. Policies, bylaws, and constitution were established to give guidelines to the new library. Several means were used to disseminate information about the project to the community and to other interested professionals. Detailed descriptions of these accomplishments are appended. (WCM/JY)

Final Report

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U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

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The research reported herein was performed pursuant to a grant with the Office of Education, U.S. Department of Health, Education,and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

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I. Introduction

The second year of the Olney Project was a most productive and useful year. In general, the major accomplishments fall into three basic categories. The first has to do with various solutions to problems which progress toward the goal of implementation of this non-traditional delivery of library services would naturally lead. These problems were of a social, legal, administrative, library, and financial nature. Various solutions were tentatively suggested and ultimately specific methods for solving these problems were adopted. Significant achievement was made by the community leadership in these problem solving areas. Section II of this report discusses these problems and the community's response to them.

Secondly, as described in Section III of this report, the administrative machinery necessary to supervise effectively a community wide coordinated library program was set up. In conjurction with this administrative apparatus, policies, by-laws, and constitution were established to give guidelines to the new library. These developments are described in Section IV of this report.

Thirdly, three community surveys, one of students and faculty in the Olney schools and two of randomly selected adults were conducted. These surveys were done to discover community attitudes toward and use of the library facilities in Olney. Need

perception of information sources was also traced. These data have been and will continue to be useful in program development and implementation. Additionally, they will be used as base line data for comparative and evaluative purposes during the third year. These accomplishments are presented in Section V of this report.

Section VI and VII are concerned primarily with presentation of methods used to dispense information gleaned from the Olney experiment.

Every effort has been made to present the record of accomplishments in as full a manner as possible. For the most part, the body of the report is made in summary fashion. For greater detail, the reader is referred to the appropriate appendices.

II. Problems and Alternative Approaches For Solution

During the course of the Olney Project a number of problems have been faced by library planners, both inside and outside of Olney. These problems have been related to the financial, legal, and administrative aspects of the proposed library merger.

One problem to be solved by those planning a library merger is that of the location of the new library. The original Olney plans called for the merged library to be located in a new community cultural arts center. When this center was found to be not financially feasible, plans were made to incorporate the merged library into the plans for the new senior high school

building. Because of rising construction costs the size of the school building had to be reduced to stay within the budget. As a result, the library included in the school building was reduced to 2,300 square feet and is not large enough to house a merged library to serve the community and the schools.

During 1973, Olney's library planners considered the alternatives of renovating an existing building, such as the old high school building, or raising funds to build a new facility. Those who advocated renovating an old building generally favored such a course for the following reasons: (1) They believed it would be less expensive to renovate than to build. (2) They believed it would be faster to renovate than to build. (3) They believed that a functioning merged library would inspire the public to contribute to a fund raising campaign to construct a new building. Additionally, some agreed that extra community sources of funds might become more accessible to construct a building to house an on-going program. On the other hand, several disadvantages to renovating an old building were mentioned. Since most library planners believed that the merged library should be located near the schools, the number of buildings available for renovation was limited. Most of those favoring the use of an old building considered the old high school building to be the only feasible choice. Critics of the renovation proposal pointed out that the library would not occupy the entire building. Therefore, measures would have

to be taken to seal off unused portions of the structure. Also, it would be difficult, if not impossible, for many of the elderly and handicapped to climb the steps in front of the old high school building. Some felt that continued use of the old high school building might invite criticism that a new school building had not really been needed. Those who favored constructing a new building generally believed that a new facility would increase pride in the community and interest in the library. After considering the advantages and disadvantages of renovation and new construction, the library leaders decided to try to raise the money to construct a new building. It should be noted that, in the end, the senior high school building was not available for use as a library.

Several alternatives for financing a new building were considered. A new bond issue election was one possibility. Another possibility was a library subscription drive in which community residents would be asked to agree to give a certain amount of money each month for a given period of time. The third possibility, which seems to be favored by most community leaders, is that of a fund raising drive to collect construction money. In the fall of 1973, Don McClatchy, president of Olney Savings Association, accepted the position of chairman of the fund raising drive.

Another problem recognized by the Public Library Board and other community leaders was that of forming a new library board

to represent both school and public interest. A committee was appointed at a joint meeting of the Public Library Board and the Steering Committee to draw up a new constitution. The revised proposed constitution states that the new board "shall consist of nine (9) members to be appointed by the Olney Independent School Board and the Olney City Council. The representation of the School Board shall consist of four (4) members, one (1) School Board member and three (3) other members to be appointed by the Board. The representation of the City Council shall consist of one (1) School Board member and three (3) other members to be appointed by the Board. The representation of the City Council shall consist of one (1) City Councilman and three (3) citizens at large to be appointed by the City Council. The ninth member is to be a rural representative living within the bounds of the Olney Independent School District. The School Board shall select the ninth member with approval of the City Council."

The first draft of the proposed constitution specified that three of the members appointed by the School Board must be teachers, one from each of the three schools. Some school representatives objected to this provision because it restricted the appointment of board members by the School Board. These critics noted that the City Council was not restricted in its selection of representatives. As a result of this criticism the composition of the proposed board was changed. This change is reflected in the above quotation from the revised proposed constitution.

Although there is a provision for student representation on the new board, the present board envisions the student representative as a non-voting member of the board.

The legal status of the proposed board was another problem to be resolved. The School Board and the Public Library Board are legally recognized entities under Texas law. In addition to the education code established by the state legislature, the Texas Education Agency has the authority to make regulations which must be followed by the state's school systems. Texas law regarding public library boards permits cities to establish such boards but does not specify their duties. In planning for the establishment of the new merged library authority, Olney's library planners were concerned that their new authority fulfill the state's requirements for both public and school libraries. Therefore, Miss Katherine Ard, of the Texas State Library, and Dr. Mary Boyvey, of the Texas Education Agency, were asked for their opinions of the plans for the new library authority. Miss Ard said that a combined library authority could serve as a library board. She also noted that the signature of the mayor would still be required on all documents. Dr. Boyvey said that some actions of the library authority would have to be approved by and made a matter of record of the School Board.

The community leadership was confronted with the legal structure of the proposed board. The merged library and its

board could be established by a gentlemen's agreement between the School Board and the City Council. Such a process, while meeting necessary criteria in the present, would eventually lead to problems in the future. The subject of incorporation of the board naturally arose under such a proposal. The board would provide and supervise library services for the community with specified contracted arrangements with both the City Council and the School Board. Incorporation would provide certain advantages: In the first place a legal entity could receive funds and personnel from the City and the School Board in exchange for services rendered. An incorporated board could borrow money. Gifts to the library could become tax deductible with an Internal Revenue Service ruling. The legal nature of the board would enhance the structure of the authority relations and provide stability to the program in the future when new personalities replace those who are functioning in the program at the present. The City Attorney was asked to investigate the legal aspects of such a course of action. His report was positive and plans are now being made to incorporate.

There have also been some problems related to the application of library standards to the proposed merged library. These standards have been designed for one type of library (e.g. school or public), and it is, therefore, difficult to apply them to a merged library. One area covered by library standards is that of collection size. The Olney Public Library does not meet the

minimum collection size requirements for membership in the Texas Public Library System. The merged library, however, would have enough volumes to qualify for membership. Miss Ard submitted to the governing body of the Texas Library System the question of whether volumes not owned by the Public Library could be counted in meeting standards. According to Miss Ard, this board decided that the total number of volumes available to the public could be counted; therefore the entire merged collection could be classified as public library materials. Dr. Mary Boyvey, representing the Texas Education Agency, said that the materials in the merged library may also be counted as school library materials because they are available to the school students during school hours.

Another problem involving standards is building size. This is not really a problem in Texas, although it may be in other states, because the Texas State agencies have not set any requirements for building size.

Library standards concerning personnel qualifications may be a problem for some communities considering a library merger. In order to be a school librarian in Texas, one must be a certified teacher. To obtain certification a prospective librarian must meet all of the requirements for a teaching certificate and have eighteen semester hours of library science, including lirary practice work. The personnel qualifications requirements for public librarians increase as the size of the community

increases. In small communities a Master of Library Science degree is not required, but in larger cities an MLS is required. It is possible for a librarian to be qualified to serve in a school library but not a large public library, or to be qualified to work in a public library but not in a school library. In order to be qualified to work in a library merging the functions of a school library and a public library, one must be able to meet the qualification requirements of both types of librarians.

Another problem has been that of maintaining community interest in and enthusiasm for the library merger project over a relatively long period of time. Some community leaders who have helped to maintain enthusiasm for the project have been the library board members, some elected officials, school officials, and members of the Steering Committee. The fund raising chairman and the librarian have played important roles in creating interest in the merger. Community meetings and newspaper articles have informed the general public about the project.

Another problem which the library planners confronted was that of finding a site for the new merged library. The Community leadership recognized the significance of a proper site for the building. Scenic considerations were of importance. The site must provide an attractive setting for the building. Additionally, to serve the school students and the general public equally well, the merged library must be located in a place which is convenient to both groups. In Olney, the location

problem is simplified by two factors. First, all of Olney's public schools are located on one campus. Secondly, the community is physically small enough so that almost any location is easily accessible to all community residents. The school campus is centrally located and only a few blocks from the business district. A site on the edge of the school campus has been selected. The School Board has been requested to transfer the property to the control of the Library Authority for the purpose of constructing the new library. Proper legal action will be necessary between the contracting parties relative to ownership of land and building if, for example, the coordinated library is disbanded some time in the future. As yet, this knotty problem has not been settled.

One problem which has not been resolved is that of naming the new library. Since it is neither a school library nor a public library, but a library merging the functions of both types, what should the new entity be called? A number of names have been suggested. Some are the Olney Community Library, the Community Learning Center, the Lyceum, the Librarium, and the Olney Community Library Union. Several factors emerged in discussing the name. Those concerned with fund raising seemed to prefer a name composed of only one or two words. Fund raisers wanted a catchy name for their fund raising drive, possibly a name not including the word, "library." They said that it would be possible to have one name for the fund raising drive and another name for the later finished building. Others were concerned with

finding a really descriptive name for the new entity. During the last discussion concerning the name, it was suggested that since what is being built is in fact a library, if indeed a unique one, the word library should appear. The issue remains unresolved.

The Olney Library Project must be seen in the larger context of the development of the community. The Neighborhood Development Agency and Urban Renewal have done much to improve the quality of life in Olney. Through this redevelopment program some delapidated housing has been demolished, some older but usable housing has been repaired, and many streets have been paved. Federal funds have been used to construct low-cost housing for the elderly. A new high school building and athletic building has been constructed. Two city parks have developed. The city's Chamber of Commerce and the Industrial Foundation have worked to attract new industry to Olney. A modern nine hole golf course, swimming pool and country club has been opened. A recreation center for young people was built recently by funds secured by a community wide subscription drive.

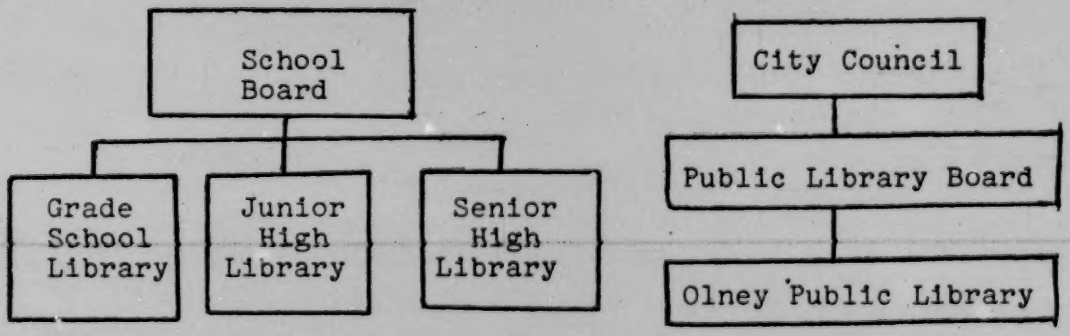
Olney, then,is a small community that has experienced in the last decade a period of economic and social renewal. Its leadership is enthusiastic in advocating community growth by attracting industry, physical improvement of streets and paving, and developing recreational and educational facilities. The Library Project is benefited by this progressive trend of

growth and development in this community. The less optimistic national economic outlook and the rearrangements in the availability of federal funds may in some ways be disadvantageous to the continued developments in this small town. The impact of these negative forces on the library project in its third year is, as yet, a matter of opinion. Can the leadership of Olney find the means to construct a new building to house the library is a question which only time will answer.

III. The Formation of the Olney Library Authority

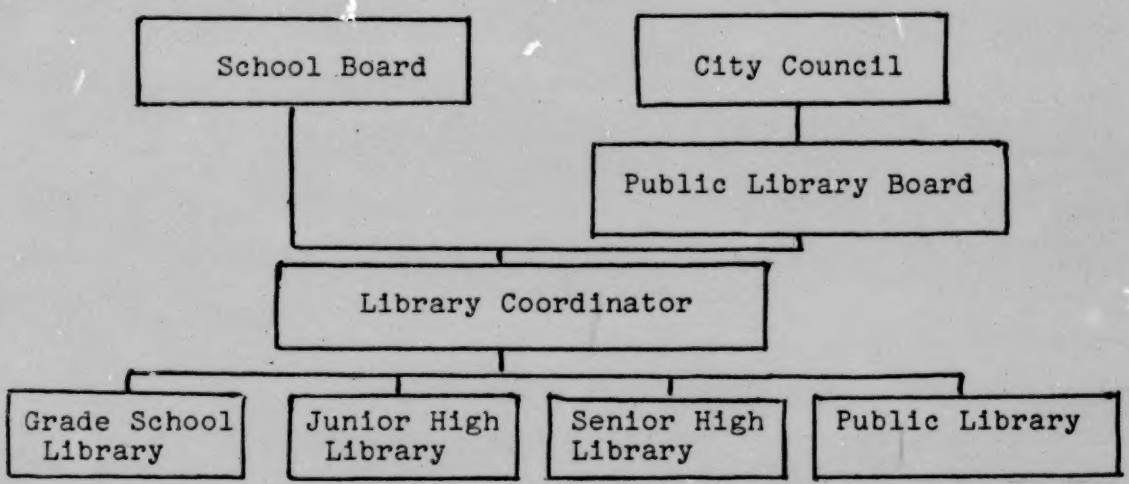
One of the main objections to the merger of school and public libraries raised by critics of the idea is that of the problems which a library administrator of a merged library would encounter while attempting to satisfy the demands of both a school board and a public library board representing a city council. It would be difficult for a librarian to try to resolve conflicting requests from two equal boards. It would also be time consuming to gain approval for policy changes from two different boards.

At the beginning of the Library Merger Project, Olney had the library administration structure which follows:



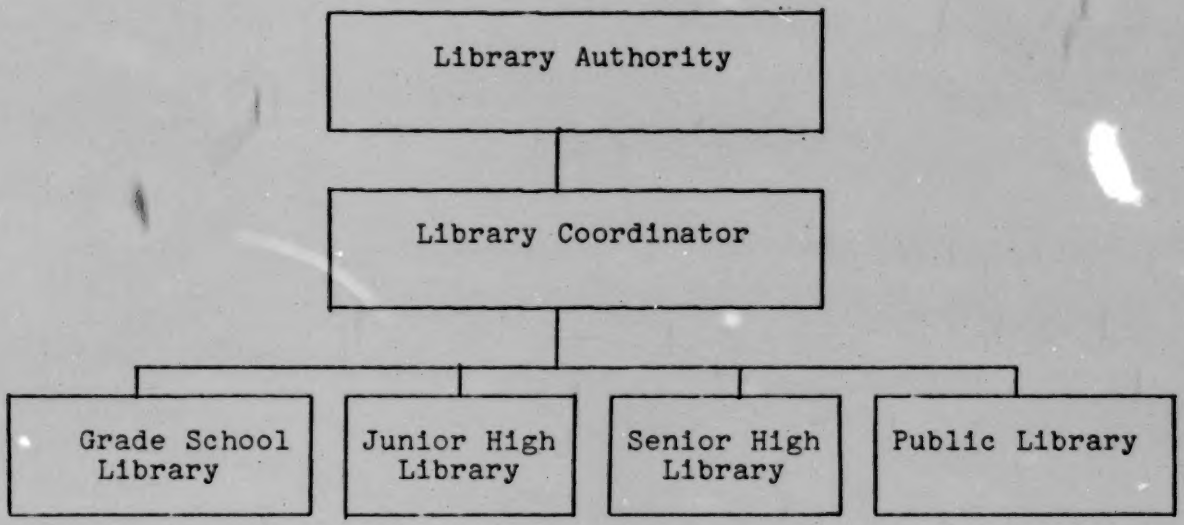
As in most communities, the public library system and the school library system were entirely separate. Each of the four libraries had its own librarian or library clerk. In Olney, there also was a Steering Committee made up of representatives of the City Council and the School Board which was helping to plan the library merger.

In August, 1972 the School Board hired a new librarian for the senior high school library. This librarian also was to coordinate the activities of the other two school libraries. The Public Library Board also made her the director and supervisor of the Public Library, thus making her the Library Coordinator of Olney. At that time the administrative structure was as follows:



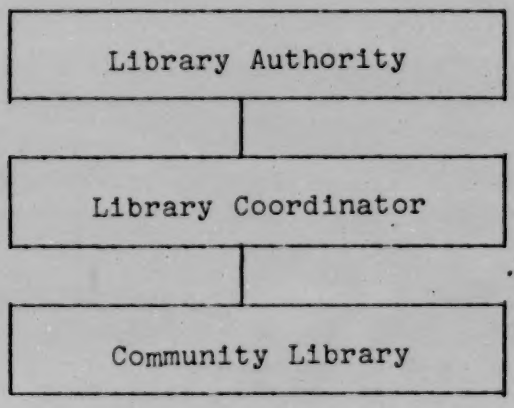
This structure put the four libraries under the direction of one library coordinator who was responsible to the School Board and the Public Library Board.

During 1973, a plan had been devised to create one library authority which will contract with the School Board and the City Council to provide library service to the school students and the general public. Under this plan the library administrative structure is as follows:



Under this plan the library coordinator is responsible to only one board, the Library Authority. Members of the Library Authority will be appointed by the School Board and the City Council

When the new library building is constructed, the administrative structure would be as follows:



This simplified structure would provide a single board with which the librarian must deal. The one board would make contracts with the School Board and the City Council for library service. There would be one library coordinator as the head of services to both the school students and the general public.

IV. Development in Policy and Administration

The Olney Community Library Authority took major steps during 1973 toward the realization of the new merged library. First, the constitution and the by-laws committees drafted the constitution and the by-laws. These documents were sent to the Advisory Board for suggestions. The suggestions were considered by the Library Authority and the revised constitution is presently awaiting final approval. Copies of the original and revised documents are attached in Appendix B.

In preparation for the fund raising drive for the construction of a building, the Project staff developed working papers on library objectives, programs, and building requirements. These papers were presented to the Library Authority for discussion and revision. The outcome of these discussions is a statement of objectives and building requirements which will be used in the fund raising drive and by the architect in designing the building. A program of slides of library buildings from the American Library Association was presented to the

Library Authority and lists of consultants and architects have been furnished for their use in developing ideas about the building and initiating steps for its construction.

V. Collection and Analysis of Data

On March 21, 1973 a school survey was taken in the Olney school system. A sample of students from Olney junior and senior high school were asked to fill out questionnaires regarding their attitudes toward libraries, library changes, reading, and other related topics including reports of their reading and library use habits. The one hundred sixteen students were chosen at random and ranged in school grade from seventh to twelfth with approximately the same number selected from each grade. All faculty from junior and senior high were asked to respond to a similar questionnaire.

Students in this survey, like the adults in the community survey, appear to value libraries a great deal. It should be noted that they value the school libraries more than the Public Library. Students use their school libraries more than the adults use the Public Library. The symbolic value of a library appears to be the main value recognized by students as well as teachers in Olney. Using the facilities, however, is apparently not as significant as recognizing the importance of libraries. While such is usually the case, the situation in Olney may be in part a result of the relatively poor holdings and unpleasant

surroundings of the high school library in particular. Both students and teachers recognize the importance of libraries. When, however, one's needs are unmet because of inadequate collections of books and materials, neither students nor teachers could be expected to use the facilities.

Few students or faculty members make use of the Public Library. Apparently the Public Library has not been successful in attracting very many students and teachers to use its materials to supplement those available in the schools.

A majority of the students and all of the teachers said that they had heard about the plan to merge the libraries. A large majority of both the students and teachers who expressed an opinion favored the merger. Although most students and teachers said they would use the merged libraries about the same as the present libraries, some said they would use it more. None of the teachers and few of the students said they would use it less than the present libraries.

Both the teachers and the students prefer magazines to books. A majority of teachers and students, however, had read at least one book during the month prior to the survey. There is a general tendency for students to read less as they progress through school. A majority of the students obtained most of the books they read from their school library. More than half of the teachers bought most of the books they read.

With the exception of English and history students, most

students reported that they did not need to use the school library for class assignments.

A larger percentage of students than teachers responded that they did not have enough time during the school day to use the school library. Almost half of the students and a few of the teachers indicated that they would use the school libraries if they were open before or after school hours.

The teachers indicated that there was a greater need for library education for the students, than the students themselves indicated.

In general, the teacher and student attitudes toward the library are similar. They agree that the libraries' staffs are helpful and that the rules are sensible. A larger percentage of the students than of the teachers feel that the book collections are too small and that there are not enough new books. The negative attitudes towards the collections and the physical facilities may be explained, in part, by the inadequacies of the libraries.

A complete copy of this report is attached and is found in Appendix A.

On May 10, 1973 interviews were taken from thirty-five randomly selected students of Olney Elementary School. These students were asked about their use of their classroom book collections, their use of the Olney Public Library, and their attitude towards print and nonprint media.

Some general conclusions may be drawn from the grade school survey. While most of the children interviewed seemed to realize that reading is a socially desirable activity, some said that they either did not like to read or did not read much that was not required. The children's reading tastes were as varied as their parent's tastes. Some of the children seemed uncertain about the rules regulating the use of their classroom book collections. Apparently, there is a wide variety of rules governing home and classroom use of the library books. None of the children in grades one through five reported using their classroom collections as a group. Sixth graders, on the other hand, are required to use their centralized collection only when their class is assigned to use the small library. Approximately half of those interviewed had used the Olney Public Library. Almost all who had used it preferred it to their school collections. All of the children said that they had seen films at school and liked them. Most of the grade school students surveyed reported that they and their parents watched television everyday.

The complete report of this survey is found in Appendix A.

On January 3-8, 1974 a community survey was conducted in Olney. The primary purpose of this survey was to determine differences of attitude and response to the subject of institutional change in Olney. It was previously mentioned in this report that the leadership in Olney is enthusiastic about

community change and has worked effectively to produce positive results in their town. The Project, it was noted, has benefited from this enthusiasm. What attitudes and responses does the leadership project with reference to the Library Project in view of their attitudes toward change in general? What differences, if any, exist among the influencials and the citizenry in general? Where attitudes are favorable to library changes, what factors are most effective in producing this positive outlook? For example, does a given leader favor improvements in library services because of a dedication to education, because such improvements enhance the community thus helping to keep young people from leaving, or because of the symbolic value of a new library? These and other questions were at the heart of this research.

Community leadership was determined using what is known as the reputational method and a group of twenty individuals (men and women) were isolated. By stratified random sample, 107 adults between the ages of 20 and 60 were selected. Data was collected from both groups by personal interviews (interview schedule and interview guide are included as Appendix E). At present, the data from this survey is being coded and classified. When analyzed, findings will be presented in appropriate reports.

VI. Dissemination of Information and the Work of the Advisory Committee

In a continuing effort to publicize the work and accomplishments of the Olney study, several significant steps were

made.

Dr. James Kitchens, major investigator for the Project, prepared and read a paper at the Southwestern Social Science meeting in Dallas on March 23, entitled "Social Class and Selected Characteristics of Intellectual Pursuit." Miss Edna Hanvey, a graduate student in Sociology, completed a Master's thesis titled "Social Class and Selected Characteristics of Intellectual Pursuit." Both the paper and the thesis were based upon data drawn from the Olney Project and both included sections describing the project and the community.

Two papers dealing with the Olney Project are prepared and will be presented at the Texas Academy of Sciences meeting in Denton, Texas in March, 1974.

Dr. Kitchens submitted an article which was published in the Fall, 1973 issue of Texas Libraries and was reprinted in the Flicker Tail. The title of the article was "Public Libraries and School Libraries: Is there a Better Way?"

An article entitled "The Olney Idea: An Experiment in Educational Extension" was written by Dr. Kitchens and has been accepted for publication by The Texas Outlook, official organ of the Texas State Teachers Association.

Dr. Kitchens attended the North Texas Regional Library Association meeting in Bridgeport, Texas, October 4 and participated in a panel discussion entitled "Libraries Do Cooperate." His primary contribution consisted of explaining the objectives

and accomplishment of the Olney Project. On November 7, he met with the Dallas Library Association and discussed the progress of the Project.

Three specific meetings were held during the year to make full use of the Advisory Board.

In January, 1973 the project staff and Sandra Long, the Library Coordinator in Olney, met with Miss Katherine Ard and Dr. Mickey Boyvey. The meeting focused on the legal aspects of merging the two existing boards into one library authority.

On August 24, 1973 the project staff again met with Miss Ard and Dr. Boyvey. In this meeting, specific answers were given by Miss Ard and Dr. Boyvey which were raised in the January meeting. Questions were resolved which dealt with the position of the community library coordinator's responsibilities and legal restrictions.

On September 21, 1973 the Advisory Board of the Olney Project met in Olney for a day long discussion of specific problems and potential solutions pertaining to the Olney Project.

After a tour of the new high school, several specific areas of concern for the project were discussed by the Advisory Board. The basic areas covered included reviews of first and second year accomplishments, problems in library standards, administrative problems for the new library, program for the new library building to house the new program, and evaluation of success of the new library. For a more complete report of this meeting, see Appendix C.

VII. Tentative Suggestions for the Final Report

One significant purpose of the entire project is the development of materials which may be useful for other communities which might be interested in pursuing the innovative delivery of library services. Although this objective has never been far from mind during the first two years, it is in the third year that this objective may begin to be met. Indeed, the third year is devoted to the further gathering of information and then the writing of these materials. Considerable thought has been given to the development of these materials and some tentative suggestions may now be offered concerning their content.

It will be the burden of the final report at the end of the third year to convey most of the history, problems, and solutions, research findings, and evaluation of the Olney Project. This report will delve into at least the following areas:

A. Background information. A brief history of the ideas of merger of public and school libraries will be presented. This section will also describe the community of Olney and place the Project into the context of that community's development. Sociological and psychological factors associated with institutional change in general may also be set forth.

B. Descriptive presentation of the three years of the Project. The major thrust of this section will be to give a narrative of the major events and experiences of the community

in attempting the development of library innovation. Special concern will be given to the beginning of the Project, communication methods used by community leaders to the total citizenry, and the chronology of development and their significance in the Project. Additionally, the part played by the Project staff and the Advisory Committee in these events will be presented. Appropriate photographs will be included.

C. Chronological and analytic presentation of the legal, social, economic, library, and community problems encountered. The enumeration and explanation of these problems will be accompanied by the varying strategies which were discovered for their solution. The list of problems will not be confined to the local level. State, and even national postures which presented themselves as problematical will be elucidated.

D. The presentation of evaluative analysis of both objective and subjective nature. While it will be impossible to make definitive statements relative to the success or non-success of this total venture, much may be presented to depict trends in one or the other direction. This section will contain statements on policy as well as program. Attitudes of the community, students, faculty, business, aged, and others will be presented. Problems for which no solution, or inadequate solutions limited the program and detracted from its success will be presented.

E. Detailed presentation of the administrative and financial machinery. Changes and comparisons which the Olney community made in boards and authority relationships to implement this program will be presented in detail. Such will include staffing and volunteer groups. In addition, a financial analysis will be made to determine the extra expense, if any, to the community and, where possible, the more efficacious expenditure of the tax dollar. Consideration will also be given to the fund raising for building and/or materials.

F. General conclusions and suggestions. Much has already been learned about library services and the small community. Much of a similar nature will be gleaned from the third year of the study. On the basis of objective data, and subjective opinions and interpretations, useful suggestions may be made to other small communities as well as state and national groups, libraries in middle sized and urban cities, administrators and faculty of library schools, and others interested in increasing the efficiency of delivering information to persons in need of it. This last section will be geared to making these suggestions.

A final word of conclusion is in order. The dispensing of the information and conclusions of the Olney Project is a necessity if the Project is to meet its ultimate objective. It is suggested that the findings of this Project, most of

which will be presented in detail in this final report to the Office of Education, be summarized and presented in a brief volume. A private publisher, or perhaps the North Texas State University Press, will be sought to publish this manuscript which will in turn be made available to the public.

APPENDIX A:

Olney School Survey Report

OLNEY SCHOOL SURVEY REPORT

I. Introduction

In the Spring of 1973 a sample of students from the Olney junior and senior high schools were asked to fill out questionnaires regarding their attitudes toward libraries, library changes, reading, and other related topics including reports of their reading and library use habits. The one hundred sixteen students were chosen at random and ranged in school grade from seventh to twelfth with approximately the same number selected from each grade. All faculty from junior and senior high schools were asked to respond to a similar questionnaire. (See Appendix A).

This paper summarizes some of the major findings from the school survey. Most of the findings will be presented by means of simple descriptive statistics and cross tabulations of one variable with others. Also, when applicable, comparison will be made between the results of this survey and those of the survey of adults in Olney done earlier.

II. Student Use and Attitudes Toward Libraries

Students were asked the following question related to the extent to which they use the school library: "Have you used the school library since school began this year?" On the next page are the numbers of responses in each response category:

CATEGORY	NUMBER OF RESPONSES
Never	4
Less than once per month	19
Once per month	16
Two to four times per month	23
More than once per week	53
TOTAL	115

These results indicate a high frequency of usage of the school library. Over 45 percent of those responding, use the library more than once per week while about 80 percent use the library once per month or more often.

The variable which shows the greatest statistical relationship (significance) when cross tabulated with school library use is the extent of parental reading. The more a student's parents read, the greater is the likelihood that the student will visit the school library. "Parent's reading" is a far better predictor of school library use than are parents education, occupation, and income. A table showing the relation between parent's reading and school library use is presented in Appendix A.

Other variables which show some weak relationship to school library use are school grade and income. The higher the school grade the less one uses the school library. The income relationship is irregular. It is the middle income group which makes greatest use of the library while lower and upper income groups

use the school library much less.

In general it can be said that there is considerable use of the school library. Of the predictors (independent variables) selected for this study,"Parent's reading" is by far the best predictor of school library use.

III. Library Use--Olney Public Library

A question similar to that regarding the use of school libraries was asked regarding the Olney Public Library. The question is, "Have you used the Olney Public Library since school began this year?" Below are the compiled results given by response category:

CATEGORY	NUMBER OF RESPONSES
Never	73
Less than once per month	26
Once per month	8
Two to four times per month	7
More than once per week	2
TOTAL	116

In notable contrast with the use of the school library, students report very little use of the Olney Public Library. Fully 62.8 percent of the respondents report not visiting the Public Library during the current school year, while 84.9 percent report visiting the Public Library fewer times than once per month. A total of 15.1 percent visit the Public Library one time per

month or more often.

There are no predict[illegible] variables which show a signficant relationship to the use of the Public Library. This is due largely to the consistent infrequency of visits to the library.

Adult use of the public library is 28 percent. The adult respondents used the library more than once a month while only 15.1 percent of the student respondents did so.

In sum, there is not a considerable use of the Olney Public Library by junior high and high school students. On the average, students visit the Public Library less frequently than do adults of the Olney community. These findings are not altogether surprising since students have available their own library and are encouraged by school assignments to make use of the school library.

IV. Importance of the School Library

All students in the survey were also asked the question, "How important is the school library to you?" The following table shows how students responded:

CATEGORY	NUMBER OF RESPONSES
Very important	26
Important	69
Not important	21
TOTAL	116

The vast majority of students (over 80 percent) consider the library either important or very important. Only 18.1 percent indicate that the school library is not important.

Cross tabulation of variables reveals that the higher the school grade the more expression of importance of the school library. (See Appendix A). Of interest is the fact that use does not increase by school grade. In fact, the higher the school grade, the less frequent is student use of the library. Students, it appears, increasingly recognize the importance of libraries as they progress through school, but for a variety of reasons use them less often. One possible explanation might be the limited holdings of the high school library. In such a case one might increasingly recognize the importance of a good library while at the same time recognize that the present library cannot meet his needs.

In short, most junior and senior high school students consider the library either "important" or "very important." As one gets into higher grade levels, he or she on the average tends to view the school library as being more important.

V. Importance of the Olney Public Library

Respondents were also asked, "How important is the Olney Public Library to you?" The following responses were given:

CATEGORY	NUMBER OF RESPONSES
Very important	9
Important	48
Not important	59

These results are consistent with the use patterns of the Public Library. Apparently a majority of students neither visit the Public Library nor feel that it is important.

This contrasts with responses by adults interviewed in Olney. When asked if it would be a loss to Olney if the Public Library were closed, 97.6 percent replied that it would. This, of course, is a different question from that asked students, but it nevertheless gives an indication of the importance of the library.

The strongest predictor of expressions of importance of the public library is school grade. Increase in school grade leads to a decrease in consideration of the library as important. (See Appendix A). One other variable which shows a significant relationship to "importance of public library" is sex. On the average females consider the public library more important than do males.

It seems fair to conclude that the current Olney Public Library does not attract a large student clientele. It will be very interesting to examine student reactions to the new merged community library facility.

VI. Knowledge and Favorability to Merger

The questionnaire also asked students if they were aware of the plan to combine the collections of the school and public libraries to form a community library, and if so to what extent do they favor such a plan. The results of these questions are the following:

CATEGORY	NUMBER OF RESPONSES
Heard about plan?	
Yes	69
No	43
Extent of favoring the plan	
Strongly favor	38
Favor	29
Undecided	42
Oppose	5
Strongly oppose	7

While not all students interviewed were aware of the plans for merger, a substantial proportion (62 percent) had heard of the plans.

Of those who expressed an opinion on the extent to which they favor the merger, the vast majority said they either favor or strongly favor the plan. About one third of the respondents replied that they were undecided, and about 6 percent of the respondents either opposed or strongly opposed the idea of mixing the libraries.

Although some variables showed statistical significance when cross tabulated with favorability toward merger, none of the variables showed any relationship of sufficient strength or direction to be reported. Although there are differences of opinion about favoring the merger, these differences show no pattern when broken down by age, sex, parents education, school grade, grade average, participation in activities, etc.

Opinions regarding the merger expressed students are very similar to those expressed by adults interviewed in the community survey. For both groups a majority (about two-thirds) favor the idea with a small proportion who do not favor merger and the rest are undecided.

VII. Anticipated Use of the Merged Community Library

When asked if they would use such a community library more, less, or about the same as the present libraries, students gave the following replies:

CATEGORY	NUMBER OF RESPONSES
More	38
Less	15
About the same	61

Most students (52.3 percent) felt that they would neither use a new community library more or less than the present facilities. However, about one-third felt they would use such a library more, while a small minority (13.5 percent) anticipated they would use the library less.

These results are somewhat different from those for the sample of Olney adults in which a majority reported that they would use such a community library more. The difference is probably due to the fact that most adults must currently rely only on the present public library whereas students also have access to the school library.

Adults very likely anticipate that the new library will have far better facilities, services, and holdings than the present public library.

VIII. Reading Habits

The students were asked, "Have you read a book during the past month? (Do not count school assignments)." The response categories and the number of students in each category are as follows:

CATEGORY	NUMBER OF RESPONSES
No	38
Yes, one book	31
Yes, two books	16
Yes, three-four books	21
Yes, five or more books	10

These results indicate that 67.2 percent of the students surveyed had read at least one book during the month prior to the survey.

Olney's students seem to prefer magazines to books. When asked, "Have you read a magazine during the past month? (Do not count school assignments.)," the responses were as follows:

CATEGORY	NUMBER OF RESPONSES
No	19
Yes, one magazine issue	17
Yes, two magazines issues	14

CATEGORY	NUMBER OF RESPONSES
Yes, three-four magazine issues	33
Yes, five or more magazine issues	33

These results show that 83.6 percent of the students questioned had read at least one magazine issue during the month prior to the survey.

This student preference for magazines is further demonstrated by their response to the question, "If you had a choice, would you prefer to read a magazine or a book for pleasure?" The response categories and the number of students in each category are as follows:

CATEGORY	NUMBER OF RESPONSES
Prefer magazines	57
Prefer books	34
No preference	24

These results indicate that almost half (49.1 percent) of the students prefer magazines. Only 29.3 percent of those surveyed prefer books.

The data gathered regarding the number of books read by students was cross tabulated with the data for a number of other variables. There was no significant difference in the reading habits of students on the basis of sex, family income, father's

education, mother's education, father's occupation, mother's occupation, or parent's reading habits. There also was no significant difference in the reading habits of those who had and had not been read to as a child.

There is a general tendency for students to read less as they progress through school. Note the following tables:

TABLE 1

STUDENT READING HABITS BY GRADE LEVEL

Number of books read during past month	GRADE LEVEL						
	7	8	9	10	11	12	TOTAL
None	3	5	7	5	7	11	38
One book	3	6	5	8	4	5	31
Two books	2	4	2	2	5	1	16
Three-four books	7	7	0	3	3	1	21
Five or more books	5	2	0	2	0	1	10
TOTAL	20	24	14	20	19	19	116

degrees of freedom=20 chi square=33.688

$p < .05$ Gamma= -.358

TABLE 2

JUNIOR HIGH AND HIGH SCHOOL READING HABITS

Number of books read during past month	Senior High	Junior High
None	30	8
One book	23	8
Two books	9	6
Three-four books	7	14
Five or more books	3	7
TOTAL	72	43

degrees of freedom= 4 chi square=18.384

p .01 Tau=.334 Gamma= .528

As might be expected, there is a significant relationship between use of the school library and the number of books read. The following table illustrates this relationship.

TABLE 3

NUMBER OF BOOKS READ AND SCHOOL LIBRARY USE

No. of books read during past month	FREQUENCY OF SCHOOL LIBRARY USE None	Less than 1 mo.	1 mo.	2-4 months	More than 1 month	Total
None	3	8	10	6	11	38
1 book	0	8	4	8	10	31
2 books	0	1	2	5	8	16
3-4 books	1	2	0	2	16	21
5 or more books	0	0	0	2	8	10
TOTAL	4	19	16	23	53	116

degrees of freedom = 16 chi square = 31.688

p .02 Gamma = .464

Students who use the school library once per month or less frequently generally tend to read only one or less books per month. A larger proportion of the students who use the school library more frequently also read more books per month. Not enough students reported regular usage of the Olney Public Library to make a valid cross tabulation.

The next table shows a cross tabulation of the number of books read during the previous month and the responses to the attitudes statement, "I like to read books." Most of the students

who disagreed with the statement read one or less books during the month prior to the survey. A larger proportion of the students who agreed with the statement also read two or more books.

TABLE 4

READING OF AND ATTITUDES TOWARDS BOOKS

	"I like to read books."					
No. of books read during past mo.	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total
None	3	14	7	10	4	38
1 book	7	16	3	3	2	31
2 books	5	5	4	1	1	16
3-4 books	10	8	1	1	1	21
5 or more books	6	3	1	0	0	10
TOTAL	31	46	16	15	8	116

degrees of freedom = 16 chi square = 28.458

p .05 Gamma = .465

IX. Sources of Reading Materials

The students were asked, "Where do you get most of the books that you read?" The response categories and the number of students in each category are as follows:

CATEGORY	NUMBER OF RESPONSES
School library	66
Olney Public Library	7
Borrow from friends	14
Purchase my own books	19
Home	9

These results indicate that the major source of books for most (56.9 percent) students is the school library. Some students get most of the books they read by purchasing them (16.4 percent) or by borrowing (12.1 percent). Relatively few students get most of the books they read from their homes (7.8 percent) or from the Olney Public Library (6.0 percent). It should be noted, however, that these percentages only indicate where the respondents get most, not all, of the books which they read.

Students usually read books for two basic reasons--for pleasure, or for school assignments. Of the 116 students surveyed, 87 (75.0 percent) said that they used the school library to get books for school assignments and 93 (80.2 percent) used the school library to get books for pleasure. When asked about their use of the Olney Public Library, 34 (29.3 percent) of the 116 respondents said they used it to get books for school assignments and 46 (39.7 percent) said they used it to get books for pleasure reading. These findings indicate that most of Olney's students use their school libraries for both school assignments and pleasure.

The students were also asked, "During this school year, have you used any of the following libraries to get materials for school assignments? -- Midwestern University Library, Wichita Falls Public Library, or Graham Public Library." Of the 116 students surveyed, 36 (31.0 percent) had used Midwestern University Library, 4 (3.4 percent) had used the Wichita Falls Public Library, and 4 (3.4 percent) had used the Graham Public Library.

X. Reading Interests

The students were asked to indicate for each of a list of types of books whether they read that type for pleasure. Types of books read either frequently or occasionally by students are as follows:

TABLE 5

STUDENT READING INTERESTS

Type of book	Number of responses
Adventure stories	77
Mysteries	73
Humorous Fiction	70
Fiction classics	62
Sports	57
Biography	53
Love stories	51
Social problems	51
Westerns	47
Science fiction	46
Animal stories	46
Hobbies	46
Sports fiction	45
Realistic contemporary novels	42
History	41
Religion	38
Religious fiction	34

Type of book	Number of responses
Historical fiction	32
Poetry	30
Plays	27
Family life and health	25
Agriculture	24
Politics	23
Science & technology	21
Art	20
Music	19
Business	16
Travel	15

The students were also asked to list any magazines which they read regularly and to limit their responses to a maximum of three titles. The responses are as follows:

TABLE 6

STUDENT MAGAZINE INTERESTS

Type of magazine	Number of responses
Girls' magazines	43
Sports	27
Outdoors	18
Amusement	12
Automobile	12
Science & technology	10

Type of magazine	Number of responses
News	10
Agriculture	5
Other	17

The "Amusement" category mainly includes persons who said that they regularly read Playboy or Mad magazines.

Student's Subject Rating of the School Library Collections:

All of the respondents were asked to mark a list of the subjects taught in their school according to the following rating numbers:

Code Numbers

1. I do not take this subject.
2. I take this subject, but I do not need to use the school library for it.
3. I take this subject, and I need to use the school library for assignments in this subject. The school library usually has most of the material I need.
4. I take this subject, and I need to use the library for assignments in this subject. The school library has some of the material I need.
5. I take this subject, and I need to use the library for assignments in this subject. The school library usually does not have the material I need.

Except for the English students, most of the respondents were not dissatisfied with the library collection. Most of the students taking each subject merely stated that they did not need to use the library for the subject. The following table records the results:

TABLE 7

STUDENT RATING OF HIGH SCHOOL LIBRARY COLLECTION

Subject	Rating 1	2	3	4	5
Algebra	46	24	2	0	0
American History	44	13	10	4	0
Athletics	42	26	4	0	0
Auto mechanics	63	5	1	2	0
Band	52	17	2	0	0
Biology	47	21	1	2	0
Bookkeeping	58	11	0	3	0
Chemistry	64	5	0	3	0
Choir	52	19	1	0	0
Drafting	68	3	1	0	0
Drivers education	54	14	2	1	0
English	10	8	26	26	2
Geometry	45	23	1	2	1
Government	65	4	0	3	0
Health	64	4	0	3	0
Homemaking	55	15	2	0	0
Latin	66	4	2	0	0
Physical Education	58	11	2	1	0
Physical Science	55	15	2	0	0
Remedial Math	64	4	1	1	2
Shorthand	67	2	3	0	0
Spanish	57	13	2	0	0

Subject	Rating 1	2	3	4	5
Speech	64	5	0	1	1
Texas History	63	3	3	2	0
Typing	50	18	1	3	0
Vocational Agriculture	59	11	1	1	0
Woodworking	56	14	0	1	1
World Affairs	63	3	2	3	0
World History	49	9	12	1	0

The following table shows the responses of the junior high students to the same question regarding their school library. It appears that a slightly larger proportion of the junior high students use the school library for class assignments than senior high students.

TABLE 8

STUDENT RATING OF JUNIOR HIGH LIBRARY COLLECTION

Subject	Rating 1	2	3	4	5
Band	24	18	0	1	0
English	1	8	25	7	2
Home Economics	29	10	1	1	1
Mathematics	2	36	1	2	2
Physical Education	30	9	3	1	0
Science	2	22	13	5	1
Social Studies	1	20	13	6	2

Subject	Rating 1	2	3	4	5
Sports	16	20	2	2	2
Typing	33	5	1	2	0
Vocational Education	35	1	2	3	0
Woodworking	35	3	0	2	0

XI. Accessibility of the School Libraries

The students were asked, "Do you have enough time during the day to use the school library as much as you need to?" Almost half of the students (42.2 percent) responded "No." The students were also asked, "If the school library was open after school from 3:40 to 4:15, would you use it?" Of the 116 respondents, approximately the same number said they would use it before school (41; 35.3%) as would use it after school (43; 37.1 percent).

There seems to be a need for the school library to be open either before or after school, or for more flexible scheduling during the day to allow students to have more time for library use.

XII. Library Instruction

The students surveyed were asked a number of questions regarding library instruction. The respondents were asked about who had taught them how to use a library, when they had been taught, and, to some extent, what they had been taught. The students were also asked in which areas they needed more library instruction.

More students (83) said they were taught how to use a library by a school librarian than by a school teacher (57), a public librarian (29), or a parent (23). Some of the students (20) said they were

taught how to use a library when they were between six and eight years old, many (38) when they were between nine and eleven, others (32) when they were between twelve and thirteen, some (12) when they were between fourteen and fifteen, and one when he was sixteen.

Almost all of the 116 respondents said that they knew how to check out a book (114), how to find a library book for a book report (113), and how to use an encyclopedia (109). Most respondents also said that they knew how to use a card catalog (85) and how to use the Readers Guide to Periodical Literature (65).

The students surveyed were asked if they needed to know more about how to use certain library materials and aids. A majority of the 116 respondents said that they needed to know more about the Dewey Decimal Classification System (75), and a smaller majority replied that they needed to know more about how to use the card catalog (66). Many (52) responded that they needed to learn more about how to use the library's reference books. Some said that they felt like they needed to know more about how to use periodicals (39) or encyclopedias (25).

Students were asked to respond to a set of additional questions. The results are as follows:

TABLE 9

STUDENT ATTITUDES TOWARDS THE SCHOOL LIBRARY

(Attitude Percentages)

Statements	Strongly agree	Agree	Undecided	Disagree	Strongly disagree	Number cases
The school library staff is helpful to students who are looking for information.	27.5	50.0	10.3	8.6	3.4	116
The school library's rules are sensible.	16.3	62.0	7.7	7.7	6.0	116
It is hard to locate books on the school library's shelves.	3.4	13.7	16.3	49.1	12.0	116
The school library has a pleasant atmosphere.	18.1	42.2	13.7	13.7	12.0	116
The school library does not have enough new books.	39.6	25.0	20.6	12.0	2.5	116
The school library catalog is not very useful.	13.7	13.7	31.0	31.8	9.4	116
The school library has a good selection of newspapers and magazines.	26.7	31.8	7.7	19.8	13.7	116
The school library does not provide enough seats for readers.	21.5	18.1	18.9	34.4	6.8	116
The school library's book collection is too small.	22.4	29.3	18.1	25.0	5.1	116
The school library is too noisy.	15.6	22.6	17.3	27.8	16.5	115
The school library doesn't have the kind of books that most students want to read.	23.8	21.2	19.4	25.6	9.7	113
I like to read magazines.	48.2	35.3	7.7	5.1	3.4	116
I like to read books.	26.7	39.6	13.7	12.9	6.8	116
Reading is difficult.	7.7	16.3	9.4	37.0	29.3	116
School is important to me.	45.6	31.8	6.8	4.3	11.2	116

Most of the students feel that the library's staff is helpful and that the library's rules are sensible. Although more than half of the students feel that the school library has a pleasant atmosphere, one-fourth do not agree. The respondents are almost equally divided on the question of whether or not the school library is too noisy. The respondents also were evenly divided as to whether or not the school library provided enough seats for readers. A majority feel that the school library's book collection is too small and that there are not enough new books. Most of the respondents either agree with or are undecided about the statement, "The school library doesn't have the kind of books that most students want to read." A majority feel that the school library has a good selection of newspapers and magazines. In general, the student's attitudes toward the library are favorable. The negative responses may be accounted for by the inadequacies of the libraries.

XIII. Senior and Junior High School Teacher Use of and Attitudes Toward Libraries

Many of the questions included in the teacher survey forms paralleled those in the student forms. Almost all of the faculty members of the junior high school and the senior high school returned questionnaires completed in a useable manner.

The first section of the questionnaire gathered demographic data concerning the respondents. A majority (14 out of 22) of the respondents were men. Most (11 out of 21) of the teachers are under the age of 35. Fourteen of the teachers have bachelor's

degrees, 6 have master's degrees, and one has a doctorate. Only 7 out of 21 respondents do not have some work beyond the bachelor's degree. All 21 have had college courses since 1960, 16 of them since 1965, and 9 since 1970. Three of the respondents were in their first year of teaching. Four were in their second to fourth year, six in their fifth to ninth year, four in their tenth to fourteenth year, one in his fifteenth to nineteenth year, two in their twenty-fifth to twenty-ninth year, and two in their thirty-fifth plus year. The responding teachers were asked to indicate the number of community organizations to which they belonged. Eight of the twenty-one respondents said thay they did not belong to any community organizations. Of the remaining 61.9 percent, seven belonged to one organization, four to two organizations, one to three groups, and one to four groups.

More of the respondents used the school libraries than the Olney Public Library. Note the following table.

TABLE 10

TEACHER USE OF SCHOOL AND PUBLIC LIBRARIES

	Within the past year	Less than once/mo.	Once per mo.	2-4 times per/month	More than once/week
School libraries	6	5	4	1	7
Olney Public Library	14	4	1	3	1

In all use categories, except the two to four times per month category, the survey results indicate that more teachers were using

the school libraries more frequently than the public library.

As may be seen from the following table, the responding teachers used libraries more to obtain pleasure reading materials than lesson preparation materials.

TABLE 11

PURPOSE OF LIBRARY USE BY TEACHERS

	Lesson Preparation		Recreational Reading	
	Yes	No	Yes	No
School libraries	7	16	11	12
Olney Public Library	1	22	9	14

Although almost the same number of respondents obtained recreational reading materials from the school and public libraries, more teachers got lesson preparation materials from the school libraries than from the public library.

The surveyed used libraries outside of Olney less frequently than the Olney school libraries for lesson preparation. None had used the Graham Public Library nor the Wichita Falls Public Library during that school year for lesson preparation. Four reported using the Midwestern University Library to obtain materials for lesson preparation. Only one person said they used any other library during that school year.

Although only 30.4 percent of the responding teachers said they had not used the school library for lesson preparation, 47.8 percent said they had made class assignments during that semester

which required their students to use a library. Of those making library assignments, five made them less than once per month, one made them once per month, three made them two to four times per month, and two made them more than once per week.

When asked if they had enough time during the day to use the school library, 65.2 percent of the teachers responded "yes". Only one teacher said he would use the school library before school if it was open at that time. Five teachers said that they would use the school library after school if it was open at that time.

The pattern of teacher response was similar to the community's response to questions regarding the importance of libraries. Generally, adults in Olney seem to believe that libraries are more important to others than to themselves. The following table shows the teachers' responses to questions concerning the importance of libraries.

TABLE 12

TEACHER OPINION OF THE IMPORTANCE OF LIBRARIES

	Very important	Important	Not important
Importance of school library to you	7	13	3
Importance of Olney Public Library to you	4	13	6
Importance of libraries to Olney as a whole	9	14	
Importance of libraries to students	17	6	

The teachers valued the school library over the public library. According to their responses, the teachers believed libraries to be more important to the community as a whole than to themselves personally. The teachers responding also apparently believe that libraries are more important to students than to either themselves or the community as a whole.

Some of these teacher attitudes towards the importance of libraries correspond to the use patterns discussed previously. The teachers used the school libraries more frequently than the Olney Public Library. More of the teachers made class assignments requiring student library use than used the school library for lesson preparation; thus reflecting their attitude that libraries are more important to students than to themselves.

The teachers were asked to indicate if they felt that their students needed to know more about how to use certain library materials and aids. The results of this portion of the survey are shown in the next table. A larger proportion of teachers than students felt that the students needed more library education.

TABLE 13

NEED FOR STUDENT LIBRARY EDUCATION

Item	Yes	No
Reference books	22	1
Card catalog	20	3
Periodicals	18	5
Dewey Decimal Classification	18	5
Encyclopedias	13	10

It is interesting to note that the specific needs indicated by the students do not match the teachers' assessment of those needs. The following table shows ranking of the various areas of library education by students and teachers. Number one indicates the item which received the most frequent "yes" responses.

TABLE 14

COMPARISON OF STUDENT AND TEACHER RANKINGS

Item	Teacher Rank	Student Rank
Reference books	1	3
Card catalog	2	2
Periodicals	3	4
Dewey Decimal Classification	4	1
Encyclopedias	5	5

The teachers were also asked to indicate how well their school's library collection was meeting their library needs. Each teacher was given a list of the subjects taught and was asked to mark it according to the following code numbers:

Code Numbers

1. I do not teach this subject.
2. I teach this subject, but I do not need to use the school library for it.
3. I teach this subject, and I need to use the school library for assignments in this subject. The school library usually has most of the material I need.

4. I teach this subject, and I need to use the library for assignments in this subject. The school library has some of the material I need.

5. I teach this subject, and I need to use the library for assignments in this subject. The school library usually does not have the material I need.

The results of this rating are shown in the following table:

TABLE 15

TEACHER RATING OF THE HIGH SCHOOL LIBRARY COLLECTION

Subject	Rating 1	2	3	4	5
Algebra					
American History					
Athletics		4			
Auto mechanics					
Band					
Biology				2	
Bookkeeping					
Chemistry					
Choir					
Drafting					
Driver's Education					
English				3	
Geometry					
Government					
Health				2	
Homemaking					
Latin					

Subject	Rating 1	2	3	4	5
Physical Education					
Physical Science					
Remedial Math					
Shorthand					
Spanish					
Speech					
Texas History					
Typing					
Vocational Agriculture					
Wood Working					
World Affairs					
World History					

When the subject was rated by only one respondent, the response was omitted to maintain confidentiality.

TABLE 16

TEACHER RATING OF JUNIOR HIGH SCHOOL BOOK COLLECTION

Subject	Rating 1	2	3	4	5
Band					
English			2		
Home Economics					
Mathematics			1		1
Physical Education			2		
Science			1	1	
Social Studies			1	3	
Sports			2		
Typing					
Vocational Education					

The results for code number one are omitted because they only show how many teachers do not teach each subject. The ratings for the Junior High School Library collection indicate a higher degree of teacher satisfaction than those for the high school. The relatively large number of two ratings indicates that many teachers do not use the school library for the subjects they teach. The fact that very few high school teachers marked number three or number five, seems to show that few of the high school teachers are either very satisfied or very disatisfied with the library collection.

The teachers were also asked if they had used any audio visual materials in their classroom teaching during that school year. Of the twenty teachers responding to this question, eight said they had used audio visual materials frequently, ten said occasionally, and two said hardly ever.

The questionnaire included a number of items regarding reading habits and interests. The following table shows the number of books and magazines read by teachers during the month prior to the survey.

TABLE 17

NUMBER OF BOOKS AND MAGAZINES READ BY TEACHERS

Number Read During Previous Month

MATERIAL	NONE	ONE	TWO	THREE-FOUR	FIVE OR MORE
Books	8	4	6	2	3
Magazines	3	2	5	7	6

This table shows that more teachers read magazines than books. The respondents also indicated a preference for magazines when asked to show the extent to which they agreed or disagreed with the statements "I like to read magazines" and "I like to read books." Responses to those attitude statements are the following:

TABLE 18

TEACHER ATTITUDE TOWARDS BOOKS AND MAGAZINES

Attitude Statement	RESPONSE				
	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
I like to read books.	8	9	1	5	0
I like to read magazines.	11	10	1	1	0

Although more respondents said they read magazines and more said that they liked to read magazines than books, they did not say that they preferred magazines to books. Ten said that they preferred magazines, ten said they preferred books, and three said they have no preference. The teachers were also asked if they preferred paperback or hard back books. Five responded paperback, four responded hard back, and fourteen said they had no preference.

Libraries apparently are not the teachers' major source of books. Of the twenty-three respondents, thirteen said that they bought most of the books they read, three obtained most of their

books they read from friends, and one got most of the books he read from the school library. Four respondents marked the box for "other source."

The following table indicates the number of teachers who said they read various types of magazines.

TABLE 19

MAGAZINE READING INTERESTS OF TEACHERS

Type of magazine	No. of responses	Rank in Community Survey
News	8	4
General	8	2
Professional	6	
Ladies	5	1
Sports	5	5
Travel	3	
Science & Technology	3	7
Outdoors	3	6
Agriculture	0	3

This table affords a comparison between the community survey results and the teacher survey results. None of the teachers reported regularly reading agricultural magazines, but according to the community survey, agricultural periodicals were the third most popular type of magazine in Olney. News magazines, one of the top two choices of teachers, was the fourth most popular type in the community.

Each respondent was asked to mark each type of book for

whether he read it frequently, occasionally, seldom, or never. The table below shows the number of respondent who marked "frequently" and "occasionally."

TABLE 20

TEACHER READING INTERESTS

Type of book	No. of respondents
Adventure stories	17
Social Problems	16
History	14
Sports	14
Hobbies	13
Historical Fiction	12
Religion	11
Politics	11
Mysteries	11
Travel	10
Humorous Fiction	10
Fiction Classics	10
Biography	9
Family Life and Health	9
Science & Technology	9
Realistic Contemporary Novels	9
Science Fiction	7
Sports Fiction	7
Animal Stories	6
Business	6

Type of book	No. of responses
Agriculture	6
Music	5
Westerns	4
Love Stories	4
Religious Fiction	3
Poetry	3
Art	2
Plays	0

All of the teachers said that they had heard about a plan to merge the school and public libraries. Six of the respondents strongly favored the plan, twelve favored the plan, and five were undecided. Nine of the teachers said they would use the merged library more than the current libraries, none said less, and thirteen said they would use it at about the same rate.

The teachers were asked to respond to the statement, "A professional collection would be useful to me as a teacher." Nine said they strongly agreed, nine agreed, four were undecided, and one disagree.

The teachers were given a list of attitudinal statements and were asked to indicate agreement or disagreement. Results of this portion of the survey are as follows.

TABLE 21

TEACHER ATTITUDES TOWARDS LIBRARIES

Statements	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	No. of Cases
The school library staff is helpful to students who are looking for information.	34.7	47.8	13.0	4.3	0	23
The school library's rules are sensitle.	21.7	60.8	17.3	0	0	23
It is hard to locate books on the library shelves.	0	9.0	22.7	68.1	0	22
The school library has a pleasant atmosphere.	9.0	40.9	31.8	18.1	0	22
The school library does not have enough new books.	4.5	13.6	45.4	31.8	4.5	22
The school library catalog is not very useful.	8.6	47.8	13.0	21.7	8.6	23
The school library has a good selection of newspapers and magazines.	8.6	26.0	17.3	43.4	4.3	23
The school library does not provide enough seats for readers.	9.0	54.5	18.1	18.1	0	22
The school library's book collection is too small.	27.2	18.1	22.7	31.8	0	22
The school library is too noisy.	0	13.0	47.8	39.1	0	23
The school library doesn't have the kind of books that most students want to read.						

A large majority of the teachers agree that the school library staff is helpful to the students and that the library's rules are sensible. Most feel that the library does not have a pleasant atmosphere. A large minority consider the library to be too noisy. Approximately half of the faculty feel that the library's book collection is too small and that there are not enough new books. Almost half of the teachers were undecided as to whether the school library has the kind of books that most students want to read. More than half of the faculty agree that the school library has a good selection of newspapers and magazines. The negative attitudes expressed may be explained in part by the inadequacies in the present libraries and their collections.

XIV Summary

(1) Students in this survey,like the adults in the community survey,appear to value libraries a great deal. It should be noted that they value the school libraries more than the Public Library. Students use their school libraries more than the adults use the Public Library. The symbolic value of a library appears to be the main value recognized by students as well as teachers in Olney. Using the facilities, however, is apparently not as significant as recognizing the importance of libraries.

While such is usually the case, the situation in Olney may be in part a result of the relatively poor holdings and unpleasant surroundings as the high school library in particular. Both students and teachers recognize the importance of libraries. When, however, one's needs are unmet because of inadequate collections

of books and materials, neither students nor teachers could be expected to use the facilities.

(2) Few students or faculty members make use of the Public Library. Apparently the Public Library has not been successful in attracting very many students and teachers to use its materials to supplement those available in the schools.

(3) A majority of the students and all of the teachers said that they had heard about the plan to merge the libraries. A large majority of both the students and teachers who expressed an opinion favored the merger. Although most students and teachers said they would use the merged libraries about the same as the present libraries, some said they would use it more. None of the teachers and few of the students said they would use it less than the present libraries.

(4) Both the teachers and the students prefer magazines to books. A majority of teachers and students, however, had read at least one book during the month prior to the survey. There is a general tendency for students to read less as they progress through school. A majority of the students obtained most of the books they read from their school library. More than half of the teachers bought most of the books they read.

(5) With the exception of English and history students, most students reported that they did not need to use the school library for class assignments.

(6) A larger percentage of students than teachers responded that they did not have enough time during the school day to use the school library. Almost half of the students and a few of the

teachers indicated that they would use the school libraries if they were open before or after school hours.

(7) The teachers indicated that there was a greater need for library education for the students, than the students themselves indicated.

(8) In general, the teacher and student attitudes toward the library are similar. They agree that the libraries' staffs are helpful and that the rules are sensible. A larger percentage of the students than of the teachers feel that the book collections are too small and that there are not enough new books. The negative attitudes towards the collections and the physical facilities may be explained, in part,by the inadequacies of the libraries.

APPENDIX A

TABLES OF SELECTED BIVARIATE DISTRIBUTIONS

TABLE 1

SCHOOL LIBRARY USE BY PARENTS READING

Do your parents read books, magazines or newspapers?	Never	Hardly Ever	Occasionally	Frequently	Total
Have you used the school library this year?					
Never	1	0	0	3	4
Less than once per month	0	0	8	10	18
Once per month	0	1	7	7	15
2-4 times per month	1	0	4	18	23
More than once per week	0	0	13	37	50
TOTAL	2	1	32	75	110

Chi Square = 27.993
Level of significance $\geq .01$
Gamma = .26

TABLE 2

IMPORTANCE OF SCHOOL LIBRARY BY SCHOOL GRADE

SCHOOL GRADE	7th	8th	9th	10th	11th	12th	Total
Importance of school library							
Very important	9	10	2	3	2	0	26
Important	7	11	8	16	13	14	69
Not important	4	3	4	1	4	5	21
TOTAL	20	24	14	20	19	19	116

Chi square = 23.975
Level of significance $\geq$ .01
Gamma = .36

TABLE 3

IMPORTANCE OF PUBLIC LIBRARY BY SCHOOL GRADE

SCHOOL GRADE	7th	8th	9th	10th	11th	12th	Total
Importance of Public Library							
Very important	4	2	2	0	0	1	9
Important	8	15	8	4	5	8	48
Not important	8	7	4	16	14	10	59
TOTAL	20	24	14	20	19	19	116

Chi Square = 23.859
Level of significance = .01
Gamma = .33

APPENDIX B:

The Constitution and By-laws

OLNEY COMMUNITY LIBRARY BOARD

CONSTITUTION

ARTICLE I: NAME

This organization shall be known as the Olney Community Library Board.

ARTICLE II: OBJECT AND PURPOSE

The object of this board shall be to combine the public library and the school libraries into the Olney Community Library for the purposes of enlightenment, enrichment, creativity, and recreation. The library must at all times meet state education guidelines. This organization shall serve as a non profit organization.

ARTICLE III: MEMBERSHIP

Section 1. The Board shall consist of nine (1) members to be appointed by the Olney Independent School Board and the Olney City Council. The representation of the School Board shall consist of four (4) members, one (1) School Board member and three (3) other members to be appointed by the Board. The representation of the City Council shall consist of one (1) City Councilman and three (3) citizens at large to be appointed by the City Council. The ninth member is to be a rural representative living within the bounds of the Olney Independent School District. The School Board shall select the ninth member with approval of the City Council. The terms will be staggered three (3) years with three (3) vacancies to fill each year.

Section 2. Vacancies occurring during a term shall be filled by the original body responsible for that position.

Section 3. The agencies appointing shall make their appointments following the guidelines set forth in the attached Exhibit A.

Section 4. Junior advisory members may be named by junior high and senior high student council. One principle and one alternate from each school - both may attend all meetings, but alternate should attend in absence of principle. Attendance rules for regular members will not apply to advisory members.

ARTICLE IV: DUTIES OF THE BOARD

Section 1. All of the business and property of the Library shall be entrusted to the Board. It shall have the responsibility and authority to devise and execute all measures, within legal limits, calculated to improve the library.

Section 2. The board shall report regularly on its accountability and activities to the School Board, the City Council and the Community.

Section 3. The librarian of the Community Library will attend all meetings, without vote, except executive sections regarding the Head Librarians appointment, compensation and other matters.

Section 4. Junior members are excepted from executive meetings.

ARTICLE V: MEETINGS

Section 1. The Board shall meet regularly once a month; each new Board may select the hour and date of the meeting.

Section 2. If any members of the Board shall be absent two (2) consecutive meetings, without proper excuse, such members shall be instructed by the secretary, to make known the reason of absence or resign the office. If attendance is still neglected, the Board may then declare the seat vacant and request the appropriate agency to appoint a new member to fill the vacancy.

ARTICLE VI: OFFICERS

The officers of the board shall be: President, Vice-President, Secretary and Treasurer who shall be elected by the Board members and from such membership. Their term of office shall be for one year beginning ?.

ARTICLE VII: DUTIES OF THE OFFICERS

Section 1. President: The President shall preside at all meetings of the Board and shall perform the duties generally pertaining to the office. The President shall be an Ex-officio member of all committees. The President shall have the authority to handle any duties of the treasurer in the absence or incapacitation of the treasurer.

Section 2. Vice-President: The Vice-President, in the absence or the disability of the President, shall perform the duties of the President.

Section 3. The Secretary: The Secretary shall record all proceedings of the Board and Perform other duties as the Board may require. He shall give due notice to the School Board and

City Council of the annual election of Board Members and shall notify the Board Members of all regular and special meetings of the Board.

Section 4. Treasurer: The Treasurer shall perform whatever duties the Board deems necessary concerning financial matters.

ARTICLE VIII: QUORUM

A majority of the members of the Board shall constitute a quorum for the transaction of business at any meeting.

ARTICLE IX: AMENDMENTS

This Constitution may be amended at any regular meeting by a two-thirds vote of all members present, subject to the approval of the School Board and City Council, due notice of the amendment having been given at the previous regular meeting. By-laws or Policy not conflicting with the Constitution may be amended at any regular meeting of the Board.

ARTICLE X: PARLIMENTARY AUTHORITY

Robert's Rules of Order in the latest edition shall be used as Parlimentary authority in the business meetings of the Board.

EXHIBIT "A"

STANDARDS TO BE CONSIDERED BY THE AGENCIES

IN APPOINTING THE LIBRARY BOARD MEMBERS

1. Interest in the Library.

2. Willingness to devote time and effort toward carrying out the duties of trusteeship.

3. Boldness of purpose in recognition of the vital force of the Library as a center of community culture, recreation and continuing education.

4. Interest in the community, which includes people of all age groups, and an understanding of its social and economic conditions.

5. Ability to work with others -- the other Board Members, the Librarian and staff, and the public which the Library serves.

6. Open-mindedness, which includes the ability to hold strong convictions on any subject, while recognizing the right of others to disagree.

7. Courage, enterprise, and mental resourcefulness to establish policies for the successful operation of the Library and impartial service to all its patrons.

8. Loyalty to the Library and its improvement at all times.

9. Practical business experience, clear-sighted political know-how, and the quality of leaderhsip are invaluable assets to any Library Board Member. Placed at the service of the Library, those qualifications become dynamic contributions to the Library's progress.

OLNEY COMMUNITY LIBRARY--GENERAL POLICIES

I. Access

A. Resident--The Olney Community Library will serve without charge all those subject to the jurisdiction of the local taxing authorities supporting the library.

B. Non-residents--While recognizing that the primary purpose is to provide service to the patrons of its own area, the Library will work toward the ideal that all people are entitled to free library service. Untill this goal can be reached on a wide-area basis, this Library will provide free service to non-residents who own property, who are employed, or who attend school within the tax area.

C. Hours--The Library will be open as many hours per day and days per week as possible. The hours of service will be determined by the convenience to all patrons and the ability of the staff to cover these periods under available financing.

D. Limitations--The use of the Library may be denied for due cause. Objectionable conduct, creating a disturbance, destruction of property, failure to abide by the rules of operation, or interference with service to others may be considered sufficient grounds to effect temporary curtailment of services at the discretion of the librarian.

E. Interlibrary Loan--All eligible patrons of the Olney Library will also have access to all of the services of the Texas Library Network.

II. Personnel

A. The head librarian will be selected by the Olney Community Library Board with regard for established professional qualifications of library background and general education.

1. As long as TEA funds pay the greater portion of the librarian's salary, his appointment must be approved by the School Board.

2. Other personnel, professional and non-professional, shall be selected upon the recommendation of the head librarian, subject to approval of the Olney Community Library Board.

B. The librarian will be responsible for the administartion of the Library staff and programs under the policies established by the Community Library Board.

C. The librarian will select, train, and make use of library volunteers.

D. Detailed personnel policies will be outlined in an annual staff handbook.

III. Selection of Materials--The Olney Community Library Board believes that books and other materials must be selected not only to serve the expressed needs of the total community, but to expand and develop those needs creatively and imaginatively. It believes that the selection of materials requires the highest professional and critical talents available and that the Library must be a source of information, education, enlightenment, inspiration, and recreation for all the people in the community, and must provide materials presenting all points of view on significant problems and interests of our times.

A. This Library will observe the policies of the American Library Association as set forth in the "Library Bill of Rights" and "The Freedom to Read". See Appendix A.

B. To enable citizens to form their own opinions, this library will attempt to provide materials that present all points of view.

C. No attempt is made to supply textbooks used in schools and colleges in this area; however, a book is not to be excluded simply because it is a textbook.

D. AV instructional materials will be included in the Library collection.

E. Book selection will be done with basic library tools, such as Wilson's Standard Catalogs Booklist, and other books and materials listed in standard library indexes, such as Essay and General Literature Index, and Granger's Index to Poetry and Recitations.

F. Gifts and donations

1. Books and other materials will be accepted on the condition that the librarian has the authority to make whatever disposition he or she deems advisable.

2. Gifts of money, real property, and/or stock will be accepted if conditions attached thereto are acceptable to the Community Library Board, the City Council, and the School Board.

3. Personal property, art objects, portraits, antiques, and other museum objects will not be accepted.

4. The library will not accept for deposit materials which are not outright gifts.

G. No material of any kind will be placed in the library without permission from the librarian.

H. Requests for specific books from patrons will be handled in one of two ways. If the librarian feels the book will be a useful addition to the collection, it will be purchased. If not, the librarian will obtain the book on interlibrary loan for the patron.

IV. Maintenance and Use of Materials

A. The latest editions of the Abridged Dewey Decimal Classification and the Subject Headings Used in the Dictionary Catalogs of the Library of Congress will be used in classifying and assigning subject headings on catalog cards.

B. An accession record will be kept of all books.

C. The purchase and withdrawal of book and materials will be a continuous process.

D. Only registered borrowers who have obtained an identification card may check out books, but anyone may come in and use the Library. An approved identification card will be required of adults. A separate card will be issued to children after parent's signature and name of school has been properly filled out on application. A charge of not less than 25¢ will be made on replacement of lost cards.

E. Instruction in the use of the Library will be given to Elementary School classes and to the Junior High School and High School English classes by the librarian. Personal instruction will be given when necessary.

F. The loan period on most books will be for two weeks.

G. The Olney Community Library will charge no fines on overdue books. If a patron has a book that is more than two weeks overdue, he will lose his library privileges until such time that the overdue book is returned.

H. Library materials lost by patrons will be replaced at current library costs. Library privileges will be revoked until such payment is made.

I. Complaints and or grievances will be registered with the head librarian. If the complaint is not resolved to the patron's satisfaction, he may submit his complaint, in writing, for final arbitration by the Community Library Board.

V. Maintenance and Use of Building

A. Jantorial service will be shared by the City Council and the School Board.

B. Policies on the use of the building by community groups will be determined when the final space areas of the new building have been determined.

VI. Public Relations-- There will be a regular program of publicity for the library, utilizing the various communications media, talks, and programs for special groups, displays and exhibits whenever possible, and news releases to the local newspaper.

Appendix A

The Library Bill of Rights

The Council of the American Library Association reaffirms its belief in the following basic policies which should govern the services of all libraries.

1. As a responsibility of library service, books and other library materials selected should be chosen for values of interest, information and enlightenment of all the people of the community. In no case should library materials be excluded because of the race or nationality or the social, political, or religious views of the authors.

2. Libraries should provide books and other materials presenting all points of view concerning the problems and issues of our times; no library materials should be proscribed or removed from libraries because of partisan or doctrinal disapproval.

3. Censorship should be challenged by libraries in the maintenance of their responsibility to provide public information and enlightenment.

4. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.

5. The rights of an individual to the use of a library should not be denied or abridged because of his race, religion, national origins or social or political views.

6. As an institution of education for democratic living, the library should welcome the use of its meeting rooms for socially useful and cultural activities and discussion of current public questions. Such meeting places should be available on equal terms to all groups in the community regardless of the beliefs and affiliations of their members, providing that the meetings be open to the public.

(Adopted by Council June 27, 1967)

The Freedom to Read

A statement prepared by the Westchester Conference of the American Library Association and the American Book Publishers Council
May2and3,1953

The freedom to read is essential to our democracy. It is under attack. Private groups and public authorities in various parts of the country are working to remove books from sale, to censor textbooks, to label "controversial" books, to distribute lists of "objectionable" books or authors, and to purge libraries. These actions apparently rise from a view that our national tradition of free expression is no longer valid; that censorship and suppression are needed to avoid the subversion of politics and the corruption of morals. We, as citizens devoted to the use of books and as librarians and publishers responsible for disseminating them, wish to assert the public interest in the preservation of the freedom to read.

We are deeply concerned about these attempts at suppression. Most such at attempts rest on a denial of the fundamental premise of democracy: that the ordinary citizen, by exercising his critical judgment, will accept the good and reject the bad. The censors, public and private, assume that they should determine what is good and what is bad for their fellow-citizens.

We trust Americans to recognize propaganda, and to reject obscenity. We do not believe they need the help of censors to assist them in this task. We do not believe they are prepared to sacrifice their heritage of a free press in order to be "protected" against what others think may be bad for them. We believe they still favor free enterprise in ideas and expression.

We are aware, of course, that books are not alone in being subjected to efforts at suppression. We are aware that these efforts are related to a larger pattern of pressures being brought against educaiton, the press, films, radio and television. The problem is not only one of actual censorship. The shadow of fear cast by these pressures leads, we suspect, to an even larger voluntary curtailment of expression by those who seek to avoid controversy.

Such pressure toward conformity is perhaps natural to a time of uneasy change and pervading fear. Especially when so many of our apprehensions are directed against an ideology, the expression of a dissident idea becomes a thing feared in itself, and we tend to move against it as against a hostile deed, with suppression.

And yet suppression is never more dangerous than in such a time of social tensión. Freedom has given the United States the elasticity to endure strain. Freedom keeps open the path of novel and creative solutions, and enables change to come by choice. Every silencing of a heresy, every enforcement of an orthodoxy, diminishes the toughness and resilience of our society and leaves it the less able to deal with stress.

Now as always in our history, books are among pir greatest onstri,emts pf freedp,/ Tjeu are almost the only means for making generally available ideas or manners of expression the can initially command only a small audience. They are the natural medium for the new idea and the untried voice from which come the original contributions to social growth. They are essential to the extended discussion which serious thought requires, and to the accumulation of knowledge and ideas into organized collections.

We believe that free communication is essential to the preservation of a free society and a creative culture. We believe that these pressures towards conformity present the danger of limiting the range of variety of inquiry and expression on which our democracy and our culture depend. W believe that every

American community must jealously guard the freedom to publish and to circulate, in order to preserve its own freedom to read. We believe that publishers and librarians have a profound responsibility to give validity to that freedom to read by making it possible for the reader to choose freely from a variety of offerings.

The freedom to read is guaranteed by the Constitution. Those with faith in free men will stand firm on these constitutional guarantees of essential rights and will exercise the responsibilities that accompany these rights.

Three Statements on Book Selection

We therefore affirm these propositions:

1. It is in the public interest for publishers and librarians to make available the widest diversity of views and expressions, including those which are unorthodox or unpopular with the majority.

Creative thought is by definition new, and what is new is different. The bearer of every new thought is a rebel until his idea is refined and tested. Totalitarian systems attempt to maintain themselves in power by the ruthless suppression of any concept which challenges the established orthodoxy. The power of a democratic system to adapt to change is vastly strengthened by the freedom of its citizens to choose widely from among conflicting opinions offered freely to them. To stifle every non conformist idea at birth would mark the end of the democratic process. Furthermore, only through the constant activity of weighing and selecting can the democratic mind attain the strength demanded by times like these. We need to know not only what we believe but why we believe it.

2. Publishers and librarians do not need to endorse every idea or presentation contained in the books they make available. It would conflict with the public interest for them to establish their own political, moral or aesthetic views as the sole standard for determining what books should be published or circulated.

Publishers and librarians serve the educational process by helping to make available knowledge and the increase of learning. They do not foster education by imposing as mentors the patterns of their own thought. The people should have the freedom to read and consider a broader range of ideas than those that may be held by any single librarian or publisher or government or church. It is wrong that what one man can read should be confined to what another thinks proper.

3. It is contrary to the public interest for publishers or librarians to determine the acceptability of a book soley on the basis of the personal history or political affiliations of the author.

A book should be judged as a book. No art or literature can flourish if it is to be measured by the political views or private lives of its creators. No society of free men can flourish which draws up lists of writers to whom it will not listen, whatever they may have to say.

4. The present laws dealing with obscentiy should be vigorously enforced. Beyond that, there is no place in our society for extra-legal efforts to coerce the taste of others, to confine adults to the reading matter deemed suitable for adolescents, or to inhibit the efforts of writers to achieve artistic expression.

To some, much of modern literature is shocking. But is not much of life itself shocking? We cut off literature at the source if we prevent serious artistsfrom dealing with the stuff of life. Parents and teachers have a responsibility to prepare the young to meet the diversity of experiences in life to which they will be exposed as they have a responsibility to help them learn to think critally for themselves. These are affirmative responsibilities, not to be discharged simply by preventing them from reading works for which they are not yet prepared. In these matter taste differs, and taste cannot be legislated; nor can machinery be divised which will suit the demands of one group without limiting the freedom of others. We deplore the catering to the immature, the retarded

or the maladjusted taste. But those concerned with freedom have the responsibility of seeing to it that each individual book or publication, whatever its contents, price or method of distribution, is dealt with in accordance with due process of law.

5. It is not in the public interest to force a reader to accept with any book the prejudgment of a label characterizing the book or author as subversive or dangerous.

The idea of labeling presupposes the existence of individuals or group with wisdom to determine by authority what is good or bad for the citizen. It presupposes that each individual must be directed in making up his mind about the ideas he examines. But Americans do not need others to do their thinking for them.

6. It is the responsibility of publishers and librarians, as guardians of the people's freedom to read, to contest encroachments upon that freedom by individuals or groups seeking to impose their own standards or tastes upon the community at large.

It is inevitable in the give and take of the democratic process that the political, the moral, or the aesthetic concepts of an individual or group will occasionally collide with those of another individual or group. In a free society each individual is free to determine what it will recommend to its freely associated members. But no group has the right to take the law into its own hands and to impose its own concept of politics or morality upon other members of a democratic society. Freedom is no freedom if it is accorded only to the accepted and the inoffensive.

7. It is the responsibility of publishers and librarians to give full meaning to the freedom to read by providing books that enrich the quality of thought and expression. By the exercise of this affirmative responsibility, bookmen can demonstrate that the answer to a bad book is a good one.

The freedom to read is of little consequence when expended on the trivial; it is frustrated when the reader cannot obtain matter fit for his purpose. What is needed is not only the absence of restraint, but the positive provision of opportunity for the people to read the best that has been thought and said. Books are the major channel by which the intellectual inheritance is handed down, and the principal means of its testing and growth. The defense of their freedom and integrity, and the enlargement of their service to society, requires of all bookmen the utmost of their faculties, and deserves of all citizens the fullest of their support.

APPENDIX C:

Minutes of September, 1973

Meeting of the Advisory Committee

M I N U T E S

DATE: September 21, 1973

SUBJECT: Olney Project: Its Past and Future

A meeting of the Advisory Committee was held Friday, September 21, 1973 in the library of Olney High School. Committee members in attendance were Katherine Ard, Dean Dewey Carroll, and Dr. Mickey Boyvey. Ed Daniels and Al Myers, members of the committee, were absent from the meeting. Also present were Dr. James A. Kitchens, principle investigator of the Olney Project; his secretary, Kay Vetter; Robbie Williams and Sandra Kimbro, both research assistants for Dr. Kitchens; Janice Kee, who is the Library Services Program Officer for the United States Department of Health, Education and Welfare; Charles Mitchell, Superintendent of Olney Public Schools; Dr. Arleigh Matlock, a community resident and president of the Olney Library "Authority"; and Sandra Long, coordinator of libraries in Olney.

The suggested Agenda (see attached) was used as an outline for discussion. A review of the first and second year accomplishments was the first topic of discussion. Sandra Kimbro discussed surveys involving the community, students, and teachers. The purpose of these surveys, according to Mrs. Kimbro, was to measure attitudes, the use of the libraries, and to gather background information which might prove helpful

in planning programs for the proposed new library. A major accomplishment, according to Mrs. Kimbro, was the weeding of the collections and assessing the need for new books and materials.

Findings of the community survey were reviewed by Robbie Williams, research assistant. It was found that libraries must function inside the community. In addition, Olney was found to be a dynamic community with special emphasis on religion, family, and education. Olney was pictured as a growing, stable town, not isolated from its neighboring cities. Some important characteristics of the population of Olney were noted by Mr. Williams. They are: 1) A higher percentage of the popuation is 65 years of age and older than in the average community, and 2) the population of Olney is predominately white. In measuring the attitudes of Olney's citizens, the data revealed that 1) 69% of the respondents favored the mering of the school and public libraries, 2) a favorable attitude toward libraries existed in general, and 3) definite leadership patterns were apparent indicating a core of influential citizens.

In reviewing the accomplishments of the first and second year of the Project, Jance Kee emphasized that the existance of the Library Coordinator, Ms. Long, was, in itself, a very important achievement.

A comparison of the organizational structure of the Library Board as it now exists and the proposed structure was

given by James Kitchens. He explained that under the new plans the School Board and the City Council remain in existence. Under these two bodies, a library "authority" would exist, then the Library Coordinator, and lastly, under this supervision, the three school libraries and public library would exist. Eventually, of course, these libraries would be merged.

Dr. Matlock gave a Finance Committee report. He reported that $6,000 had been given for the purchase of new books. The City Council appropriated $2,000 for the purchase of catalog cards for the new central card catalog. The primary goal of the Finance Committee was now the construction of a new building. They voted to ask Don McClatchy to head the financial campaign for the new building. Matlock said that McClatchy had accepted this position, and that after finding a building site and deciding on a building plan, a campaign for obtaining funds for the new library will begin. Also, he said the City Attorney was now in the process of drawing up papers to incorporate the Board.

Sandra Long, library coordinator, was called upon to review the accomplishments of the Project. She said the accumulation of backfiles of periodicals was an important accomplishment as well as an aid for the student. Reference materials were badly needed and as a result of the Project, new reference materials had been purchased. The McNaughton Plan

was adopted to compensate for the lack of new fiction books. Nonfiction books are being ordered to fill the gap in the adult collections. The books to be added to the children's collection are now being selected. Ms. Long said that they were ordering Library of Congress catalog cards for the Public Library Collection and were re-cataloging the High School's library collection. In addition, they ordered paperback books for the High School library and were extremely pleased at the circulation of these books.

At this point, Mickey Boyvey asked Ms. Long about the types of need assessment revealed by the questionnaire findings. Ms. Long responded by saying that the students were interested in reference material; she said they expressed gratitude for the periodicals and the paperbacks. Also, Dr. Boyvey asked about the interest and availability of audio and visual aid materials. In response, Ms. Long said that little interest was shown in audio-visual aids material, and that very little material is available at this time.

Katherine Ard suggested that the Junior League or some other volunteer group be asked to promote that particular province of materials (audio-visual aids). She suggested also that the Governor's Council of Aging might be willing to appropriate some money to the Project. She advised Ms. Long to contact William Keena.

Dr. Kitchens opened discussion on the topic of funding

contingencies. He said that a decision regarding the funding of the third year of the Project should be received from Washington by October, 1973. The second year of the Project terminates the 31st of January. Three alternatives were mentioned: 1) The funding of the full amount for the third year, 2) An interim period of five months (January 31-July 1) with funding to begin on July 1, and 3) No funds for the third year of the Project. Alternatives two and three were discussed.

Janice Kee noted that $114,000 was available for library projects, and that sixty proposals were being considered by the committee. She said the House voted to put Library money back into the budget, however, and, perhaps, funds might be available after Christmas.

The fact that Sandra Long's assistant's salary and Ms. Long's summer salary were being paid by Project funds was mentioned by Dr. Kitchens.

Katherine Ard added that construction funds might be available, and thus funds might be secured for the building of the new library.

In discussing alternative number three (no funds for the third year of the Project), Dr. Matlock said that even if the Project was not funded for its third year, they would proceed with the plans and the library merger would become a reality.

An optimistic point was noted by Katherine Ard in that

even if there are no funds, counsel and advice would continue to be given to those planning the merger of the libraries.

Dean Carroll added to this optimism by saying that it might be possible to make room in his budget to continue funding part of the project, by way of hiring doctoral students, and by hiring Dr. Kitchens to teach a seminar course.

Dr. Kitchens mentioned the possibility of obtaining Faculty Research money from North Texas State University.

The next topic discussed was problems in library standards. Katherine Ard said that the entire merged collection could by used by the public; therefore the merged collections could be classified as public library materials.

Janice Kee clarified this point by saying that access and availability will satisfy the state's requirment, that ownership is not the only criteria.

Dr. Kitchens asked if there was any standard in regard to the square feet of the building. Dr. Boyvey responded by saying that there was no set rule, but they recommend the most room possible.

The question of library standards in regard to the library board was discussed. According to Miss Ard, a combined authority could serve as the library board. To clarify this point even further, she said the term, "legally established", board is in the state's requirements. In addition, Miss Ard said that the signature of the mayor would be necessary on

all documents.

Janice Kee asked how the "authority" or library board would be formed. Matlock responded by saying that the "authority" board would consist of nine members with representatives from the School Board, City Council, and the Library Board.

Katherine Ard suggested that a board of five would be adequate. An organization such as "Friends of the Library" could serve as a parallel organization and assume some of the duties of the board, thus leaving the board time for decision making.

It was suggested by Janice Kee that the Constitution dictate exactly the responsibility of the Board members, so that when asked to accept a position on the Board, one might readily accept knowing his or her precise duties.

Dr. Kitchens asked that Miss Ard, Miss Kee, and Dr. Boyvey write any comments which they thought might prove helpful on the by-laws and constitution and mail them to Dr. Matlock in order to assist him in planning.

The next topic discussed was the program for the new library. Janice Kee suggested the following kinds of programs: 1) adult continuing education, 2) specific kinds of programs for the elderly, 3) training for volunteers, 4) early childhood enrichment using toys, games, 5) a program using professionals to teach parents, 6) literacy programs 7) a program teaching various kinds of skills and trades and 8) a pro-

gram teaching audio-visual aid skills.

Katherine Ard emphasized the necessity of organizing the volunteer program beforehand in order to avoid administrative difficulties. In addition, she said that the programs must be inclusive--emphasize information services--include all age groups and media.

Janice Kee added to this discussion by emphasizing the importance of considering the programs of the new library before building the new library.

A suggestion was made by Charles Mitchell to contact the appropriate people in the various industries in Olney, and seek their advice as to what kind of programs the new library should include in their objectives.

A consumer education program, teaching such things as how to write a check, balancing a bank statement, and computing income tax returns, was suggested by Dr. Kitchens.

A meeting room in the new library was suggested by Miss Kee, and Katherine Ard suggested having extra desks for the volunteers.

According to Dean Carroll, resources, interests, and procedures should be considered prior to drafting a building design. A list of objectives should be formulated taking into consideration one main prupose, that of how to construct and plan a more efficient library. In depth objectives relating to service and interest should be added later. Instead, Dean

Carroll suggested using broad, general concepts in writing objectives for the new library program. An example of such an objective was given by Dean Carroll--to provide support for all educational and cultural activities to the whole community.

Katherine Ard said that the Board needs to be aware of all state plans and the network of sharing information between the different libraries.

Closing remarks were made by several people. Then Dr. Kitchens expressed his appreciation for each one's contribution to the meeting. The meeting was then adjourned.

SUGGESTED AGENDA

September 21, 1973

10:00-11:00	Tour of new High School
11:00-12:30	1) Review of first year of Project
	2) Review of second year accomplishments
	3) Consideration of funding contingencies
	4) Problems in Library Standards
	5) Administrative problems for the new library.
12:30-1:30	Lunch
1:30-3:00	1) Program for new library
	2) Building to house the program
	3) How to evaluate success of the new library.

We will meet at 10:00 at the Superintendent of Education's Office (Mr. Charles Mitchell) in the Junior High School building.

SPACE REQUIREMENTS FOR LIBRARY BUILDING

BUILDING AREA	NUMBER OF BOOKS	NUMBER OF READERS	NUMBER OF SQUARE FEET
Entrance Display (Including glass display cases and moldings to hang pictures)	0	0	200
Research Center (Including adult nonfiction, reference materials, microfilm and microfilm readers, chairs, tables, carrells)	8880	35	1832
Children's Area (Including children's book collection, children's display area, formal and informal children's seating	8320	35	1782
General Reading Area (Including adult fiction, newspapers, magazines, easy chairs)	10,370	20	1637
Meeting Room (Including tables and chairs which may be easily stored or rearranged, storage cabinets with locks, sink walls suitable for art display, an outside entrance.)	0	50	900

BUILDING AREA	NUMBER OF BOOKS	NUMBER OF READERS	NUMBER OF SQUARE FEET
Audio Visual Storage (Including cabinets for equipment and media)	0	0	100
Listening & Viewing Area (Including facilities for both individual and small group viewing and listening	0	15	300
Librarian's Office (Including desk, chairs, filing cabinets, telephone)	0	0	100
Work Room (Including desks for clerks and volunteers, storage cabinets, shelving, filing cabinets, work tables, sink, coat closet)	0	0	300
Lending Desk (Including circulation desk, book return chute)	0	0	150
Card Catalog (Including catalog cabinets)	0	0	100
Rest Rooms	0	0	100
Janitor's Supply (Including sink and storage cabinets)	0	0	50
TOTAL	27,570	155	7557

EQUIPMENT REQUIREMENTS

Entrance Display

- Glass display cases with locks
- Bullentin boards

Research Center

- Microfilm readers
- Microfilm cabinets
- Carrells with electrical outlets
- map case
- Atlas and dictionary stands
- Book cases with locks
- Filing cabinets
- Xerox machine

Children's Area

- Children's size tables and chairs
- Picture book reading tables with slanted tops
- Children's lounging furniture
- Bulletin board
- Display case

General Reading

- Magazine shelving
- Newspaper rack
- Revolving paperback book rack
- Easy chairs and couches

Audio Visual Storage

- Storage cabinets for projectors, tape recorders
- Storage cabinets for cassette tapes, film strips, movies

Listening and Viewing

- Cassette tape players
- Cassette tape recorders
- Film strip projectors
- Slide projectors
- Record players

Screens
Super 8 mm sound projectors
16 mm sound projector
Projection table
Ear phones (head sets)
Carrells with electrical outlets

Meeting Room

Storage cabinets with locks
Tables and chairs which may be easily and compactly stored or rearranged (such as those which stack)

Work Room

Desks and chairs
Work table
Storage cabinets
Coat closet
Book trucks
Typewriter and table
Sink
Duplicating machine

Librarian's Office

Desk and chairs
Filing cabinet

Lending Desk

Loan desk
Book carts
Book return chute

Card Catalog

Catalog cabinet

Janitor's Supply

Vacuum cleaner
Cabinets for supplies
Sink

General Equipment

Shelving
Tables and chairs

APPENDIX D:

Objectives and Building Needs

of Olney Community Library

OBJECTIVES

1. To create a unique and innovative delivery of library services which combines the collections and functions of the school libraries and the public library and efficiently meets the library needs of all citizens of Olney.

2. To provide an institution designed to encourage intellectual, cultural, creative and spiritual stimulation to the members of the total community.

3. To stimulate and guide the young in all phases of reading to encourage increasing enjoyment and satisfaction so as to assist in the personal development and social well-being of the individual.

4. To provide materials and programs designed to enrich the leisure activities of all citizens of Olney.

5. To provide materials useful in stimulating student interests in the wide variety of specific subjects available in the school curriculum and to support faculty requirements for out of class study.

6. To provide an atmosphere suitable for use in vocational guidance and to provide for continuing improvement and advancement in one's vocational skills.

7. To preserve and to provide for community use the written and oral records of the history and development of the city of Olney and the surrounding area.

8. To create opportunities for community citizens of differing ages and of differing occupational, ethic, and educational backgrounds to interact in a mutually beneficial and socially enriching manner.

APPENDIX A

OBJECTIVE NUMBER ONE

To create a unique and innovative delivery of library services which combines the collections and functions of the school libraries and the public library and efficiently meets the library needs of all citizens of Olney.

WAYS TO ACCOMPLISH THIS OBJECTIVE

1) Merge collections.

2) Devise program geared to specific objectives to accomplish functional merger.

3) Maintain program.

OBJECTIVE NUMBER TWO

To provide an institution designed to encourage intellectual, cultural, creative, and spiritual stimulation to the members of the total community.

WAYS TO ACCOMPLISH THIS OBJECTIVE

1) Telephone ready reference.

2) Adult consumer education.

3) Informational programs and instruction based on current needs (income tax in January, etc.)

4) Reading groups--Great Books for adults--current social problems for a young adult group.

5) Spanish speaking newspaper

6) Spanish heritage books.

7) Literacy course--assist Spanish-speaking adults to achieve minimum literacy requirements in English (Marion Craig).

8) Circulating records and tapes--including classical and popular music as well as technical and language.

9) Support for existing school and community programs. (Providing materials and/or meeting space) (Specifically adult education programs in school)

10) Art shows and craft exhibits of local talent.

11) Comparative religion class, etc.

OBJECTIVE NUMBER THREE

To stimulate and guide the young in all phases of reading, to encourage increasing enjoyment and satisfaction so as to assist in the personal development and social well-being of the individual.

WAYS TO ACCOMPLISH THIS OBJECTIVE

1) Pre-school program--story hour; head phones and tapes for do-it-yourself story hours; games and toys, etc.--perhaps gold fish tank and hampsters for decoration.

2) Summer reading program--basically the same program used in past years, though, as it attracts primarily upper elementary and junior high students, it should be more meaningful with the extended collection.

3) Paperback collection--discontinue paper-back swap and establish one greatly extended circulating paperback collection.

4) Bilingual story hour.

5) Library education--school as a class group and adult on an individual basis.

6) Young adult reading program dealing with current social and individual problems.

OBJECTIVE NUMBER FOUR

To provide materials and programs designed to enrich the leisure activities of all citizens of Olney.

WAYS TO ACCOMPLISH THIS OBJECTIVE

1) Post-retirement population program: (1) talking books, (2) large print books, and (3) revolving collections in rest homes and at elderly recreation center.

2) Revolving collection at hospital--hopefully distributed by hospital volunteers.

3) Paperback book collection.

4) McNaughton--continue rental collection, possibly expanding to a base of 200 books (with financial emphasis to remain in non-fiction and children's collections until they have reached standards).

5) Records and tapes.

6) Craft classes.

7) Weekly book reviews in the Newspaper.

8) Service program conducted for the elderly in rest homes and elderly recreation centers.

OBJECTIVE NUMBER FIVE

To provide materials useful in stimulating student interests in the wide variety of specific subjects available in the school curriculum and to support faculty requirements for out of class study.

WAYS TO ACCOMPLISH THIS OBJECTIVE

1) Research center--including microfilm readers, a reader/printer, and back files of periodicals on microfilm--an extended reference book section.

2) Professional collection for teacher.

3) Library education-K-12-.

4) Curriculum planning in conjunction with faculty.

5) Support,through materials collection and periodic display, of vocational training programs in school.

6) Media programs for grammer school age children (during and after school hours).

OBJECTIVE NUMBER SIX

To provide an atmosphere suitable for use in vocational guidance and to provide for continuing improvement and advancement in one's vocational skills.

WAYS TO ACCOMPLISH THIS OBJECTIVE

1) Special collections and reference aids that would be of interest to business and industry in Olney (medical, etc.)

2) Career and vocational information.

3) Audio and visual presentation of occupational categories (tapes of Olneyites in various occupations, speakers, filmstrips,and displays).

4) Publicity to the business community of the availability of resources in the library.

OBJECTIVE NUMBER SEVEN

To preserve and to provide for community use the written and oral records of the history and development of the city of Olney and the surrounding area.

WAYS TO ACCOMPLISH THIS OBJECTIVE

1) Develop Texas collection.

2) Microfilm, Olney Enterprise.

3) Collect photographs, letters, diaries.

4) Establish oral history collection.

5) Collect books.

OBJECTIVE NUMBER EIGHT

To create opportunities for community citizens of differing ages and of differing occupational, ethnic, and educational backgrounds to interact in a mutually beneficial and socially enriching manner.

WAYS TO ACCOMPLISH THIS OBJECTIVE

1) Meeting room available for programs--also craft groups, etc.

2) Comprehensive volunteer program--Friends of the Library--to carry out elderly program, assist in pre-school program, etc., also to provide expertise for informational program.

3) Development of speaker bureau.
List of persons in community with areas of special expertise to be made available to faculty, churches, clubs, and other organizations. Publicity to popularize the use of this list.

APPENDIX E:

Interview Schedules For

Olney Community Survey

OLNEY GENERAL QUESTIONNAIRE

Individual Case Number _____

Interviewer Number _____

Sample Area Number _____

INTRODUCTION AND INSTRUCTIONS

This questionnaire is part of a research project made possible in Olney by a grant from the U.S. Department of Health, Education, and Welfare. The research is designed to determine attitudes and opinions of citizens like yourself about various facets of community life in Olney. Please answer each question as thoughtfully and honestly as you can. Your answers will be kept confidential. The responses you give will in no way be linked to your name. Thank you for your assistance with this project.

1. You could first help me by telling me about your family. Are you:

   Married _____

   Widowed _____

   Divorced _____.

   Never been married _____.

2. How many years of formal education have you had? _____

   (interviewer, write in 1-20).

3. What is your occupation? _____

   If housewife, husband's occupation. _____

4. What is your age? _____

   Sex _____

5. Could you estimate your yearly income?

   $0 - 3500 _____

   3500 - 6500 _____

   6500 - 9500 _____

   9500 - 12,500 _____

   Over 12,500 _____ (specify amount)

6. Most communities are divided into three or four types of people - the very rich, managers of small businesses, white collar workers, the working class, and the very poor. In which group of people would you place yourself?

   _____ Very rich

   _____ Managers of small businesses and white collar workers

   _____ Working class

   _____ Very poor

7. How long have you lived in Olney?

   Years _____ (if all life, skip to question #10)

8. Did you come to Olney from another community?

   Reason for move: Family _____ (moved with parents)

   Marriage _____ (moved with husband or to marry someone in Olney)

   Occupation _____ (to get a job in Olney)

   Other _____ (specify)

9. Have you moved from Olney to another community for a period of time?

   If yes, how long? _____

   What reasons for leaving?

   Education _____ (college)

   Marriage _____

   Occupational _____ (job)

   Other _____ (specify)

10. What are some of the advantages of living in a small community like Olney rather than a large city?

Please read the following statements and beside each one write the letters of the code below which best indicates the extent to which you agree or disagree with the statement.

SA.....Strongly agree

A.....Agree

U.....Undecided

D.....Disagree

SD.....Strongly disagree

ALL OF THE FOLLOWING STATEMENTS REFER TO OLNEY.

_____ (1) Some people in Olney have more influence than others.

_____ (2) Olney is a dynamic growing community.

_____ (3) There is a small group in Olney who makes the important decisions.

_____ (4) Most people in Olney agree on the basic problems of the community.

_____ (5) Most people have the same goals for Olney.

_____ (6) In most communities a small group of people make the important decisions.

_____ (7) In order to solve a community problem, certain people must be behind you.

_____ (8) Community leaders in Olney have the community's best interest at heart.

_____ (9) In order to attract new industry, tax breaks should be given to the new industry.

_____ (10) Improvements to the city, such as street and sewer improvements should be made even if taxes were raised or bond elections were required.

_____ (11) It is good for minorities to move into Olney.

_____ (12) Olney needs more new housing built by private contractors.

_____ (13) Olney needs more new housing built with Federal Assistance.

_____ (14) New business of any kind should be encouraged in Olney.

_____ (15) Established old businesses of Olney should grow larger.

_____ (16) People should be willing to try new ways of doing things.

_____ (17) Progress always brings negative and positive aspects with it.

_____ (18) Communities should always seek federal assistance in community projects.

_____ (19) Things the federal government has done for Olney have improved living conditions here.

_____ (20) A community is never static--it is either growing or dying.

_____ (21) In order to achieve community goals, people should sacrifice their own personal goals.

_____ (22) Anything of a progressive nature is generally approved.

_____ (23) With few exceptions the leaders are capable and ambitious.

_____ (24) It is difficult for the people of Olney to get together on anything.

_____ (25) The people as a whole mind their own business.

_____ (26) Everyone helps to decide how things should be run.

_____ (27) The future of the community looks bright.

_____ (28) No one seems to care how the community looks.

_____ (29) It will never seem like home to me.

_____ (30) Quite a number of the residents have amounted to something.

_____ (31) Persons with real ability are given recognition.

_____ (32) Not much can be said in favor of a place this size.

_____ (33) The church services as a rule are well worth attending.

_____ (34) The community is not located in a very desirable place.

_____ (35) A person has to leave town in order to have a good time.

_____ (36) There are not many families you would care to marry into.

_____ (37) Few, if any, of the neighboring towns are able to surpass it.

_____ (38) People have to do without adequate shopping facilities.

_____ (39) Almost everyone is polite and courteous.

_____ (40) The clergymen in the community exert strong spiritual leadership.

_____ (41) The high school teachers in the community are equal to teachers anywhere.

_____ (42) The doctors in the community are well-trained and competant.

_____ (43) The lawyers and attorneys in the community are equal to those anywhere.

If you were completely free to select the size of community for your residence, without being bound by any other considerations, which would you prefer? Check the catagory below which most closely reflects your choice. (Check only one.)

_____ Rural: a farm dwelling in the country or a small town of less than 2,500.

_____ Urban with a population between 2,500 and 10,000.

_____ Urban with a population between 11,000 and 50,000.

_____ Urban with a population between 50,000 and 100,000.

_____ Urban with a population between 100,000 and 500,000.

_____ Urban with a population in excess of 500,000.

_____ Community size makes no difference.

Read to resondent:

As you may know, the city of Olney is planning to merge its school and public libraries. This plan will put all of the present library collections and personnel under the roof of a new community library building which will be located on the school campus.

Have you ever heard about this plan before?

_____yes

_____no

If yes: approximately when did you first hear about the plan?

Who told you about it, or how did you learn about it?

All respondents:

Are you in favor of the plan to merge the libraries?

_____yes

_____ no

_____ undecided

Please respond to the following statements by indicating the extent to which you agree or disagree with each statement.

Code

SA...Strongly agree

A....Agree

U....Undecided

D....Disagree

SD...Strongly disagree

STATEMENTS

_____ A centralized merged library would be less expensive to operate than the present school and public libraries.

____ The community leaders support the plan to merge the libraries.

____ The city will not save any money by merging its libraries.

____ A merged library would not serve the adults in Olney as well as the present Public Library.

____ In general, libraries are not very important to a community.

____ School students would be served better by a merged library than by the present school and public libraries.

____ The plan to merge the libraries seems like a good idea.

____ Adults would hesitate to use the merged library during school hours.

____ It would not be possible to serve both the students and the general public equally well if the libraries were merged.

____ A new merged library would improve Olney's community image and prestige.

____ Since the merged library would be located near the schools, it will not be convenient for many adults to use.

____ Olney should follow the example of most other communities by having separate school and public school libraries.

____ Most people in the community would benefit from the library merger.

____ A merged library would not serve the elderly as well as the present Public Library.

____ My family and I would benefit from a library merger.

____ The preschool children would be served better by the merged library than by the present Public Library.

____ My family and I are served better by the present libraries than we would be by a merged library.

____ Most of my friends do not favor the merger plan.

____ The plans for the library merger would not have progressed this far if the leaders in the community had not supported it.

____ It is important for a community to have good libraries.

_____ It would be inconvenient for the school students if all of the libraries were merged into one library building.

Which of the following reasons is the main reason that you approve (disapprove) of the merger? Please number them from 1 to 7, with 1 indicating the most important reason.

_____ Concern for having good library service for the community as a whole.

_____ Concern for saving money for the community.

_____ Most people in the community seem to agree about the plan.

_____ Concern for having good library service for a particul group, such as the preschool age children, students, adults, or the elderly.

_____ Concern for the community prestige of Olney.

_____ Concern for having good library service for yourself or your family.

_____ Having a good library is important to any community.

Do you think that library service to the following groups would be better or worse as a result of a library merger? (Circle response).

GROUP	BETTER	WORSE	UNDECIDED
School children	1	2	3
The elderly	1	2	3
The handicapped	1	2	3
Minority groups	1	2	3

GROUP	BETTER	WORSE	UNDECIDED
Businessmen	1	2	3
Farmers/ranchers	1	2	3
Preschool children	1	2	3
Olney as a whole	1	2	3
Your family	1	2	3
Yourself	1	2	3

Have you ever used the present Olney Public Library? If yes, how often do you use it?

_____ Never

_____ Yes, but not within the past year

_____ Yes, within the past year

_____ Yes, once per month

_____ Yes, 2-4 times per month

_____ Yes, more than 4 times per month

QUESTIONNAIRE FOR INFLUENTIALS

I. Basic information

A. Name:

B. Position in community:

(1) What is your occupation?

(2) What public offices do you hold?

(3) Are you affiliated with a church?

Are you an officer in your church?

(4) Do you belong to any voluntary groups? (Lions, Masons, P.T.A., etc.)

(5) Do you hold any appointed office?

C. How long have you lived in Olney?

D. Have you lived outside Olney for any period of time?

Why were you outside the community for this time period?

E. Birthplace:

F. Specify your educational background:

(1) Grade school (city, date)

(2) High school (city, date)

(3) College (Name, city, dates)

G. Life history variables:

(1) Have you served in the military?

If yes, explain service.

(2) Was your spouse reared in Olney?

If not in Olney, where?

(3) Occupations:

How many different occupations have you held?
(List type of occupation)

Were they all in Olney?

Does living in Olney limit your occupational choice?

Why?

II. Do most people agree on the basic goals of Olney? Explain.

A. Do most people agree on the basic problems of Olney? Explain.

B. Do most people agree on ways to solve the basic problems of Olney? Explain.

III. What do you view as significant changes in Olney in the last twenty years? Why are they significant?

A. How do you see change affecting the following areas?

(1) Business:

(2) People's life style:

(3) Education:

(4) Religion and the church:

(5) Local government:

(6) Relationships between parents and children:

IV. What are some of the benefits of living in a small town rather than a large city

A. Can you think of advantages in living in a large town rather than a small community such as Olney?

B. Why would people from other communities want to live or move to Olney?

C. If a young person moves away to get an education, what are some of the reasons he would return to Olney?

V. Would you say that Olney is basically a growing or declining community?

Why?

VI. What services should a community provide for its members? (Public services, police, fire, health, etc.)

A. Does Olney meet all the needs and wants of a group of people? Explain why.

B. Is there a difference between Olney and a large city in relation to needs met?

If so, explain those differences.

VII. Are there people in Olney who have more influence than others?

Explain.

A. Is there a group or individual who resists change?

Explain.

B. Is all change good for a community?

Explain.